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UNIVERSITY OF ALBERTA

ADOLESCENT IDENTITY DEVELOPMENT: COMMUNICATION PATTERNS OF PROBLEM VERSUS NONPROBLEM ADOLESCENTS

BY

ANNE BLACKMORE

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION
IN
COUNSELLING PSYCHOLOGY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

FALL, 1990

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LABORATORY FOR RESEARCH ON ADOLESCENCE

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OBJECTIVE MEASURE OF EGO-IDENTITY STATUS
REFERENCE MANUAL (2nd EDITION)

Dear Colleague:

Thank you for your inquiry regarding the nature and use of the Objective Measure of Ego-Identity Status. My research colleagues and I have put more than 10 years of effort in developing a self-report measure of ego-identity formation based on the general tenets of Erik H. Erikson using the operationalizations originally construed by James Marcia at Simon Fraser University.

The extensive request for use of this instrument has been very flattering. The instrument is being widely used with early, middle, and late adolescent populations. It has been applied to Black, American Indian, Hispanic, and White adolescent samples. It is being used in more than 20 foreign countries in Europe, Asia, Africa, and North, Central, and South America.

Given the frequency of requests and the costs associated with producing and mailing the instrument to interested research and clinical colleagues, we are having to request a $25.00 reimbursement to assist us in covering costs. This fee covers the cost of our providing you with a comprehensive reference manual that summarizes much of what we know about the reliability and validity of the instrument, a recommended program for computer scoring using SPSS commands, test items that include three versions (each with their own utility), and information regarding administration and use of the instrumentation.

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Sincerely,

Gerald Adams

Gerald R. Adams, Ph.D.
Professor of Family and Human Development
and of Psychology

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Gretchen C H
DR. G.C. HESS

JMitchell
DR. J.J. MITCHELL

Barbara Zier
MRS. B. ZIER

DATE: Sept 25 1990

DEDICATION

To my husband Robert.

ABSTRACT

The purpose of this research was to examine the relationship between adolescent identity development, problem behavior in sons, and verbal communication patterns. Identity development was measured by the Extended Version of the Objective Measure of Ego Identity Status. This scale conceptualizes identity development according to Marcia's typology of identity statuses: diffusion, foreclosure, moratorium, and achieved. "Problem behavior" was defined by the fathers who participated in the study. Interactional patterns were coded using Hauser's Constraining and Enabling Coding System.

Fathers with two sons were participants in the research. One of the sons was perceived by the father as exhibiting problem behavior, and the other was not. Four such triads made up the sample.

In each family triad, two father-son dyads existed, therefore making a total of 8 father-son dyads participating in the study. Father-son dyads were requested to discuss four topics so that interactions could be video-recorded and coded at a later date. All sons completed a EOMEIS-1.

The data collected was in the direction favourable to the hypotheses. The findings suggest the following.

1. Sons exhibiting "problem" behavior are more likely to deliver constraining verbal messages.

2. Sons who have not exhibited "problem" behavior are

more likely to deliver enabling verbal messages.

3. Sons who have exhibited "problem" behaviors are more likely to be at less advanced stages of identity development.

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CHAPTER 1.

Introduction

Statement of the Problem

Adolescence is a period in life between childhood and adulthood when individuals are faced with decisions and problems concerning topics such as sexuality, drug and alcohol use, and acceptance from peers. It is also during this period of development that individuals most often begin to wonder, "Who am I?" This process is known as identity development and is researched frequently in the literature. Adolescence is often a period when individuals make choices to engage in what is commonly referred to as delinquent or problem behavior. During the adolescent years, as with all stages of life, family communication styles are important. It is these three research areas that this thesis examines: more specifically, the relationship between identity development, perceived problem behavior, and communication between sons and their fathers.

The topic of identity development has been researched by many individuals, however, its relationship to problem behavior and communication styles has received much less attention. This thesis examines adolescent identity development in the context of father-son verbal interactions, and past behaviors of sons. The author realizes the importance of both parties in a dyadic interaction, but the majority of the focus in the following chapters will be on the adolescents [refer to Botten (1990) for a more in depth discussion of the data collected concerning the fathers]. A brief summary of both father and son communication patterns will be delivered as an additional research focus. The decision to include this data came about when a smaller sample size than initially expected was found for the main focus of the study, and the researcher felt a need to extract from the limited data as much worthwhile information as possible. This additional research section was included after all data had been collected and will hopefully be fruitful to others interested in interactional studies.

Erik Erikson's work on identity development (1959, 1968, 1975) provided the theoretical foundation for most applied research in this area. He defined eight psychosocial stages in a person's life that are universally experienced and which follow a basic ground plan of development. According to Erikson, there are conflicts which must be addressed at each of the eight stages. The fifth of these stages involves a dilemma of identity versus role confusion. Erikson's work describes in detail possible outcomes of building one's own identity such as a crisis, role diffusion, role confusion, negative identity, and an achieved identity. He believed that identity formation is most crucial to the period of adolescence but that it continues through life. It is the process of identity development that will be further developed in this thesis. Erikson's definition of identity emphasizes the importance of an autonomous sense of self, a private version of traits and characteristics that set one apart from others (Hopkins, 1983).

James Marcia (1966) built upon Erikson's work to conceptualize four identity statuses; diffusion, foreclosure, moratorium, and identity achievement. A detailed description of each of the four identity statuses is found in chapter 2. Marcia developed categorical devices which prompted a great amount of research in the area of identity. Since 1966 many semi-structured clinical interviews and coding systems have been developed to categorize identity status (Streitmatter, 1987). Examples of areas researched in relationship to identity include the following: personality characteristics of individuals in each status, sex differences, education, age, family factors such as communication, and problem/delinquent behavior. The last two areas are of special importance to this research project.

Identity development and its relationship to problem/delinquent behavior has been researched by authors such as Logan (1978) and Frank and Quinlan (1976). Findings suggest that youth who exhibit delinquent/problem behavior are often at less advanced stages of identity development.

Investigations on familial interactions in relation to identity are few in number. Systems theorists (Anderson & Fleming, 1986) found a significant relationship between advanced identity development and perceived level of individuation from one's family. Other systems theorists (Sabatelli & Mazor, 1985) call for researchers to focus on relational dynamics of the social context in which individuals develop. There is also a request by systems theorists for researchers to actually view families interacting instead of having participants self report on their communication and child raising practices.

Hauser and his associates (1987) have developed a communication coding system to help identify family interactions. The measure is entitled the Constraining and Enabling Coding System and has been used to research different types of communication patterns used by individuals at different levels of identity development.

The purpose of this study was to examine the relationship between types of speech patterns delivered by sons to their fathers, past behavior of sons, and identity development. More specifically, will sons who are perceived by their fathers as exhibiting problem behaviours deliver certain types of speeches, and will they also be at less advanced stages of identity development? The study possesses both an interactional and an objective questionnaire format of data collection. The results of this thesis will hopefully be beneficial to those individuals interested in counselling and educating adolescents and their parents. The specific research questions addressed appear at the conclusion of the next chapter.

Relevance of the Problem

The information presented in this thesis will hopefully be valuable to those persons who work with problem/delinquent adolescents on an individual basis or with their families. By grasping a better understanding of how an individuals sense of identity interacts with one's behavior, especially communication, we can incorporate this information into both preventive and therapeutic programs. More specifically, it is hoped that the results of this research will be helpful to such individuals as family therapists, counsellors, teachers, and parents.

Overview of Chapters

This chapter has provided an introduction to the research problems and the relevance to adolescent development literature. Chapter 2 will review the literature in three main areas; research in the area of identity development, research concerning family interactions and the relationship to identity development, and juvenile delinquency/problem behavior as it is related to identity. Chapter 3 outlines the methodology and research procedures, and the presentation of data collected is contained in chapter 4. Discussion of the results, implications, and limitations of the study are presented in chapter 5.

CHAPTER 2

Review of the Literature

To present the conceptual framework of this thesis, three main areas of research are investigated in this chapter: identity development; familial interactions as related to identity development; and problem behavior/juvenile delinquency and it's relation to identity development. Broad research questions will be presented at the end of this chapter, and specific hypothesis will be postulated in chapter 3.

Theories of Adolescent Identity Development

Adolescence is a period in the life span between childhood and adulthood. Its onset is usually defined as being near 11 or 12 years of age, and it finishes at approximately age 19. Hopkins (1983) claims that the endpoint is vague and variable because the patterns of education and marriage in society have helped to postpone the end of this period. Most researchers agree that during adolescence an individual has to learn to cope with much physical, cognitive, and psychological change. It is during this period of time that an adolescent's concern with identity becomes more acute. It is also during this period that an adolescent's family may need to adapt to changes occurring within the adolescent.

Erikson's Psychosocial Perspective

Erik Erikson has contributed more than any other person to our understanding of adolescent personality development (Hopkins, 1983). His work Identity: Youth and Crisis (1968) provided the theoretical foundation for most research on identity development for more than two decades. To provide background information for the current study, a brief overview of his major theoretical contributions follows.

Erikson's theory reflects his psychoanalytic training which he received at the Vienna Psychoanalysis Institute. He was trained by Anna Freud to be a psychoanalyst of children, however his interests expanded to all stages of the life span. Prior to studying psychoanalysis, he was an artist and a teacher trained in the Montessori philosophy. Erikson views child's play as being very important for healthy development. "For me, children's play became the first via regia to an understanding of growing man's conflicts and triumphs, his repetitive working through of the past, and his creative self-renewal in truly playful moments" (Erikson, 1975, p. 39).

Although Erikson is considered to be a neo-Freudian, his psychosocial theory reflects his psychoanalytic training. His framework differs from a Freudian framework in certain ways. First, he has shifted the period of decisive personality formation from early childhood to adolescence, and addresses the entire life span in his theory. A second difference between Erikson's and Freud's contributions to stage development concerns Erikson's deemphasis on sexuality and a focus on psychosocial aspects of development (Adams & Gullotta, 1989). Erikson (1950, 1968) proposed that humans develop according to an epigenetic principle of development. The epigenetic principle originates from the field of embryology and states "that anything that grows has a ground plan, and that out of this ground plan the parts arise, each part having its time of special ascendancy until all parts have arisen to form a functioning whole" (Erikson, 1968, p. 92). Erikson's theory of psychosocial development covers the life span and addresses eight psychosocial stages which are grown through in accordance to the epigenetic principle. The stages contain dilemmas that Erikson considered to be universally experienced. Each conflict must be addressed in the proper sequence since movement upward throughout the eight stages represents increasingly more mature levels of functioning (Muuss, 1988). The eight conflicts addressed throughout the life span are: trust vs. mistrust, autonomy versus shame and doubt, initiative vs. guilt, industry vs. inferiority, identity vs. role confusion, intimacy vs. isolation, generativity vs. stagnation, and ego identity vs. despair. At each stage of development an individual is faced with a crisis. Erikson described the crisis as being a normal and necessary turning point in development rather than a debilitating or catastrophic event. He defined a crisis as being a "necessary turning point, a crucial moment, when development must move one way or another, marshalling resources of growth, recovery, and further differentiation (Erikson, 1968, p. 16). An individual who successfully resolves the crisis at a prior stage, has less difficulty meeting the demands at the next stage. The way in which we resolve the conflicts at each stage also influences our adult personalities, and as we proceed to more advanced stages we draw upon resolutions from earlier life experiences and crisis.

Each dilemma or developmental stage is characterized by two opposing possible outcomes: a positive pole which represents social maturation, and a negative pole which represents a fixated characteristic of the developmental crisis. Depending on how an individual deals with the developmental conflict, he may regress or progress. An individual can move to more advanced levels of adjustment or regress to earlier levels of adjustment. In the latter case, psychopathology may become evident (Muuss, 1988).

The fifth dilemma, identity versus role confusion, is the dilemma which is pronounced during adolescence (Adams & Gullotta, 1989). The individual is basically trying to answer the question "Who am I?" "Young people build their own identity by reorganizing a meaningful self-concept in which the past, present, and future are linked together into a coherent whole (Erikson, 1968, p.52). During this period adolescent identity issues sharpen and images of future roles become inescapable. It is the process of identity development which is of special interest to me as a counsellor working with adolescents and their families. The identity crisis is often accompanied with adolescent behaviors which may influence familial interactions, and in turn parents often seek professional advice or counselling for identity related concerns. Erikson's autobiographic perspective (Erikson, 1975), provides an interesting and insightful account of his own identity process. He describes his "wondering" time which was spent in Italy as a young artist and teacher. Much of his theory and concepts of identity emerge from his own personal, clinical, and anthropological observations in the thirties and forties.

Although Erikson views identity development as most crucial during the adolescent years, he believes that it is a life long process. It is shaped by the resolutions in earlier crisis and will continue to evolve in the later psychosocial stages. "In their search for a new sense of continuity and sameness, which must now include sexual maturity, some adolescents have to come to grips again with crises of earlier years before they can install lasting idols and ideals as guardians of a final identity" (1968, p.

128).

As was previously mentioned, an individual who is faced with a crisis must advance or regress in development. The identity crisis promotes the adolescent to search for answers concerning such topics as vocational choice, vocational training, marriage, ideology, friendship, and sex roles. Erikson viewed a psychosocial moratorium as being part of the healthy identity process which exists between childhood and adulthood. It is a period of time where one can test out and experiment with different roles and with one's own personality. As defined by Erikson "a moratorium is a period of delay granted to somebody who is not ready to meet an obligation or forced on somebody who should give himself time" (1968, p. 157). The individual can delay making adult commitments. The psychosocial moratorium is an important process needed to develop a sense of identity. "In essence, the moratorium is a time for role experimentation, for sampling identities, and for learning some of the hard lessons of life without having to suffer excessively while doing so" (Mitchell, 1986, p.19).

Erikson identified two extremes of the identity-clarifying process, role confusion and identity achievement, as well as points along the continuum. Role confusion occurs when individuals are unable to arrive at a psychosocial definition and feel threatened by decision making. The role confused individual may express shame, lack of pride, and personal alienation. These individuals may feel as though they "cannot get a hold of some kind of life". Erikson describes the process as it occurred when World War II veterans were returning to society. He noticed that they were confused between their roles as soldiers and civilians (Erikson, 1968).

A less acceptable way of resolving an identity crisis is by developing a negative identity. Erikson said that these individuals "choose instead a negative identity, ie. an identity perversely based on all those identifications and roles which, at critical stages of development, had been presented to them as most undesirable and dangerous and yet also as most real" (1968, p. 174). Adolescents who develop a negative identity often find commitment in identifying with a criminal, delinquent, antisocial group, cliques, or antiheroes. They do the opposite of what is expected (Mitchell, 1986).

Erikson also discusses the possibility of adolescents developing a syndrome called identity diffusion. It is a serious malfunction of the identity process and "their personality is a diffuse mixture of depression, acting out and bewilderment" (Mitchell, 1986, p. 36). The identity diffused individuals choose to avoid decision making and may experience feeling of shame, worthlessness, and time confusion.

Identity achievement in psychosocial development refers to individuals who are able to integrate their self made image into their personality. Such people are able to experience a state of psychosocial well-being after having explored different alternatives and roles during the moratorium. The identity achieved individuals become committed to certain beliefs and roles.

The above definitions will hopefully assist the reader in understanding how subsequent research evolved from Erik Erikson's research on identity development.

Marcia's Four Levels of Identity Formation

James Marcia (1966) utilized two major facets of ego-identity outlined by Erikson to conceptualize four types of identity formation. He utilized Erikson's interpersonal crisis and commitment to conceptualize diffusion, foreclosure, moratorium, and identity achievement. At any given time an individual may fit best into one status, but over time an individual changes. Marcia (1976) said that the identity statuses should be viewed in fluid and developmental ways rather than being a static quality. He views the four types as four concentration points along a continuum, and proposes that it is theoretically possible for a state of regression to occur. An individual's coping strategies could be associated with that of earlier stage of development. For example, "a moratorium youth might act like a diffusion-status adolescent for a brief period before coming out of his or her cacoon and becoming an identity-achievement person" (Adams & Gullotta, 1989). Marcia's operationalization of identity development has stimulated much research. Table 1 shows the relationship of Marcia's four identity statuses to commitment and crisis (past or present exploration).

The four identity statuses defined by Marcia may be perceived as a developmental sequence, however, unlike Erikson's stages, no one is a necessary prerequisite for the others. However, studies have demonstrated that as individuals age, there is a shift towards a more mature identity status (Marcia, 1976, 1980; Meilman, 1979; Muuss, 1988). Marcia's identification of identity status are dependent upon an individual's crisis or commitment in occupational choice, religion, and political ideology. Marcia used Erikson's polar opposites of identity formation to portray two of his four categories. Identity diffused individuals may not have experienced a crisis period but definitely lack commitment. These individuals are uncommitted to a personal value system and are open to many influences, both positive and negative. An identity diffused individual may take a smorgasbord approach to life in which one outlook seems as good as others and sampling from all is not viewed as adverse (Marcia, 1966). They may be immobilized with self-doubt and alienation (Donovan, 1975), and frequently use defense mechanisms to cope with

Table 1

Marcia's (1966) Four Identity Statuses

Status	Past or Present Exploration	Commitment
Diffusion	No	No
Foreclosure	No	Yes
Moratorium	Yes	No
Achievement	Yes	Yes

the anxiety associated with not having developed an identity (Nielson, 1987). Logan (1978) identified psychological defense mechanisms, such as temporary escapes and intense immediate experiences, which these diffused individuals may use to control anxiety associated with identity confusion. He also proposed that identity diffused individuals are more likely than any of the other statuses to use drugs and alcohol as an attempt to avoid crises, loneliness, and confusion. These individuals are seen as least likely to have close relationships with either sex.

The foreclosed individual is committed without experiencing a psychological crisis or having considered other values or alternatives. These individuals appear to internalize goals and values that have been planned by their parents and may eventually display rigidity in personality structure (Muuss, 1988). Some adolescents may adopt a foreclosed identity to avoid breaking away from expected paths or fear of failure if they do (Mitchell, 1986). As pointed out by Mitchell (1986) our culture places a heavy premium upon freedom of choice in comparison to other cultures. That may be one reason why we find it hard to accept foreclosure as a realistic way of coping in the formation of an identity, whereas, some cultures view it as both positive and necessary. Marcia and Rowe (1980) agree with this and write that a functional identity need not be an achieved one. "A foreclosed identity may be the most adaptive solution in a society that favours conferred rather than constructed identities" (1980, p.97). There may be negative outcomes of adopting a foreclosed identity. In our culture early marriage, early parenting, and early withdrawal from school are foreclosures which may backfire (Mitchell, 1986). Marcia (1980) explains that the foreclosed youths are often described as being conformists, conservative, and submissive. They possess a strong desire for social approval and therefore are susceptible to persuasion by authority figures.

The moratorium individual is in the crisis period with lack of commitment. This individual differs from the identity-diffused subject by the appearance of an active struggle towards commitment. He or she may appear bewildered and anxious at times but is introspective and explorative, actively monitoring thoughts, perceptions, and goals. By experiencing this period of confusion and uncertainty, they will later be more prepared to make life choices based on experimentation and lessons learned. These individuals are often associated with sophisticated levels of self-esteem, self-directedness, curiosity social activity, and emotional expressiveness (Marcia, 1980).

The identity achieved individual has experienced a crisis period and is also committed to an occupation and ideology. Based on information gained during the period of confusion and uncertainty, these individuals develop an independently formulated identity. Decisions have been made on his or her own terms concerning personal commitment to occupation, religious beliefs, personal value system, and sexuality (Muuss,1988). Identity achievement means that an identity has been formulated which addresses vocational, personal, and ideological issues. Identity achieved adolescents are the people most likely to be ethical, empathetic, reflective, self-confident, and academically successful (Marcia, 1986). These individuals are likely to feel in harmony with themselves, accept their capacities, limitations, opportunities, and are the most likely of the four statuses to experience intimate relationships. It is due to the previous experimenting and confusion that the achieved individual can critically evaluate their strengths and weaknesses.

Related Identity Research

Marcia's four identity categories along with his identity interview technique prompted a tremendous amount of research in the area of identity development. Discussed below are a few areas which have been addressed in relation to identity development. Distinctive interpersonal styles of dealing with peers and authority, as captured by the Mann's interpersonal coding system, have been detected for each of Marcia's identity statuses (Donovan, 1975). The researcher suggested that a fifth category of identity status, moratorium-diffusion, was needed for classifying interpersonal styles.

Enright and Deist (1979), view social perspective taking, the ability to understand the world from other people's viewpoints, as a necessary component for healthy identity development. In their 1979 article they encouraged educators and therapists to develop programs which help adolescents understand the following: examining and understanding significant others, how we are viewed by significant others, the commonalities between ourselves and others, how we are unique from others. Enright and Deist believe that for an individual to develop an identity, they must first understand others and the final step would be "putting the pieces together so that the adolescent could see how he or she was like the significant other, the group, and the society, and at the same time how he or she possessed certain characteristics that were unique" (1979, 521). Erikson has also addressed this in his psychosocial stages. He says that for an individual to possess an identity the self will include " a conscious sense of individual uniqueness" and a sense "of solidarity with a group's ideals" (1968, p. 208).

Research reported by Enright, Ganiere, Buss, Lapsley, and Olson (1983) may be considered ground breaking since they have utilized the cognitive-developmental stages in social perspective taking, as presented by Enright and Deist

(1979), to induce change in identity and to demonstrate the notion of 'evolving configuration' of identity. Their study paves the way for identification and study of specific factors needed to create a change in identity. Their study was the first empirical test of an educational model for identity development. The findings suggest that social-perspective taking as an organizing strategy can lead to a more integrated identity in youth. The researcher feels that such a program needs to be implemented in early adolescence, and that waiting too late would run the risk that these social-perspective taking abilities have not been formed. Enright and his colleagues stress the fact that ego identity is one construct for which no empirical program exists in the classroom.

Elkind (1984, 1988) agrees that the process of identity development is crucial during adolescence, but warns of the dangers inherent to hurrying children through this process. In All Grown Up & No Place To Go and The Hurried Child, he claims that families, society, and educators often "rob" adolescents of the time required to safely and effectively develop an identity. He feels that we often view children as more emotionally sophisticated than they actually are and therefore, we expect them to make adaptations and deal with stressful situations beyond their developmental abilities. He believes that "hurried" children have problems attaining a secure sense of identity and are more vulnerable and less competent to meet the inevitable challenges of life. Elkind states that "it is because young people today carry with them and are often preoccupied by adult issues that they do not have the time to deal with properly teenage concerns, namely, the construction of a personal definition of self" (1984, p. 9).

Research has also focused on the relationships between identity development, moral development, and formal operations. There are two main sets of research findings resulting from the studies examined. One group of researchers conclude that formal operational thinking is a necessary but not a sufficient condition for identity achievement. Also, that one's level of moral thought is positively correlated with achievement of identity (Rowe & Marcia, 1980; Podd, 1972). David Elkind writes that it is only at the point of development when the child is at Piaget's stage of formal operations, that he or she can develop a personal identity. He proposes that a higher level of thinking allows adolescents to formulate a workable theory of themselves (Elkind, 1984, 1988). The other group of researchers examined reject the idea that psychosocial development and cognitive development have a necessary relationship. They suggest that there is no necessary relationship between formal operational thought, moral reasoning, and identity development (Berzonsky, Weiner, & Raphael, 1975; Blasi & Hoeffel, 1974; Cauble, 1976). Blasi and Hoeffel propose that changes are related more "to a change of perspective, in a shift of focus, and in the formation of new attitudes than in the acquisition of entirely new cognitive skills as the explanation in terms of formal operations would imply" (1974, p. 360).

An area of research which, for the purpose of this thesis, is worthy of a more thorough investigation concerns early adolescents and identity formation. The majority of research has been conducted on middle/late adolescents rather than with individuals between 10 and 15 (Adams & Monteymayor, 1983). A 1983 issue of the Journal of Youth and Adolescence attempted to promote interest in this area by publishing articles which focused solely on early adolescence and identity.

Marcia (1983) discussed three factors which can be used to predict identity resolution in later life: confidence in parental support, sense of industry, and a self-reflective approach to one's future. He views these factors as precursors to mature, identity formation and "argues that during early adolescence the youth must first establish confidence in parental support, next develop a sense of industry, and finally establish a self-reflective perspective to the future before being able to acquire an achieved identity in late adolescence" (Adams & Montemayor, 1983, p. 197).

The family's role in the facilitation of identity formation in early adolescence is the focal point of research by Grotevant (1983). He proposes that although consolidation of identity usually takes place in later adolescence, the family's ability to adapt to the changing need of its early adolescents has a tremendous impact on the identity process. Many changes occur during adolescence which effect parent-child relations. One of the greatest changes is a request from adolescents for increased autonomy. Parents who are sensitive to the adolescents need for increased autonomy allow the person the opportunity to seek exposure to diverse models and options and encourage it them to become engaged with their peers. "It seems likely that families that cannot or will not change in response to young adolescents's desire for increased autonomy may inhibit the ability of the adolescent to explore identity-relevant options unfamiliar to his or her family" (Grotevant, 1983, p. 226). Grotevant, therefore views the family as facilitating or hindering exploration and stresses the need for actual observations of social communication patterns for data collection.

Grotevant (1983) also has addressed the relationship between self-esteem and identity exploration. Self-esteem is the personal judgement one makes of his or her own self-worth. He writes that self-esteem is a very important resource for the young adolescent who has begun the identity development process. A higher sense of self-esteem provides the confidence and competence which allows the young adolescent to be open to new information which they encounter and to take some risks inherent in the identity exploration process (Grotevant, 1983). Adams and his associates also have studied this relationship between self-esteem and identity development. They found that identity-achieved youths in their study had the highest levels of self-esteem (1979).

Although early adolescents are most often categorized as diffused or foreclosed, Archer and Waterman (1983, p. 112) claim, "some sophisticated identity activity is taking place even among the youngest adolescents studied to date". They acknowledge the need to continue the study of the identity process during early adolescence yet warn against the construction of interventions and programs which unnecessarily speed up the process of identity formation. Elkind, as previously mentioned, agrees with this point.

Identity Measures

Various semi-structured clinical interviews and coding systems have been developed to categorize identity status. Jones and Streitmatter (1987) provide a summary of these measures and identified a need for appropriate assessment tools to be used for research with early adolescents. They administered the Extended Objective Measure of Ego Status (EOMEIS-1) to individuals 12 to 18 years of age in order to examine the reliability and validity of the scale when used with early/middle adolescents. The measure was originally developed and validated with samples of college students and taps Marcia's original ideological domains (1966) of occupation, religion, and politics, as well as interpersonal domains of friendship, dating, and sex roles (Grotevant, Thornebecke, & Meyer, 1982). Results provided evidence that the EOMEIS-1 is equally appropriate for younger samples of early/middle adolescents and that item difficulty did not appear to be problem. The EOMEIS-1 is used in the proposed research .

Problem Behavior/Juvenile Delinquency and Identity

Juvenile delinquency is an area which has been researched extensively. A small portion of that research has directly addressed its relationship with identity formation.

We have already seen that Erikson addressed the possibility of delinquency with his concept of negative identity. Marcia's description of the diffused individual explains that they are the most likely status to be involved in drug use for an escape route. Logan (1978) argued that although Erikson and Marcia describe some long-term defence mechanisms, they failed to articulate short term defenses which may be used to avoid experiencing an "existential anxiety" of identity diffusion. His work focused on beginning a formal typology of these psych-social defense mechanisms. An important point which Logan makes suggests that

> "many identity-uncertain youths seem to seek risks for their own sake (eg., driving fast, experimenting with dangerous drugs and sex, engaging in petty crime and vandalism on a dare) as a way of feeling more intensely alive against a backdrop of boredom and meaninglessness; one seems to feel more like somebody in going up against something" (1978, p. 505).

He also speaks of violent youth gangs as a temporary strengthening of one's identity and suggests that youthful drug abuse exists to provide temporary defenses for diffused youths.

Frank and Quinlan (1976) narrowed this topic further and studied female delinquents. They used Loevinger's sentence completion measure of ego development (Loevinger, 1966) and found that delinquent girls were at lower levels of ego development than non-delinquent girls. They were categorized as being in the impulsive stage more frequently than non-delinquent girls, whereas non-delinquent girls were more often above the self-protective stage. Specific behaviors were explored and fighting was found to be most related to ego stage. The age range was not included in this study. The author was unsuccessful at attempts to locate similar studies concerning male juvenile delinquents. A comparison would be interesting and informative.

Recent research by Protinsky (1988), studied adolescents ranging in ages from 15 to 18, who were described as being disruptive and sometimes showing delinquent behaviors while attending school. The majority of the experimental group had been in trouble with the police, while none of the control group had such problems. Seventy-two percent of the experimental group were males. Using an Ego Identity Scale devised by Rasmussen, they found that the experimental group achieved a lesser degree of ego-identity than did the control group. The researchers found that "crisis states of trust, initiative, and identity are more closely associated with identity achievement for this sample than are autonomy and industry (1988, p. 71). Individuals coming from two-parent homes achieved a higher degree of identity. This point will be discussed further in the following section.

Family Interactions and Identity Development

Very few studies have been carried out solely to investigate familial interactions in relation to identity development. The few exceptions will be discussed below.

Research on familial and socialization factors has focused on determining the differences in family relationships and parental styles characteristic of individuals in the four identity statuses. Reviews of the relationship between parenting styles and Marcia's four identity statuses, suggest that different parental factors are associated with each status (Adams, 1985; Adams & Gullatta, 1989; Enright, Lapsley, Drivas, & Fehr, 1980; Grotevant, 1983). These differences are discussed below.

Findings suggest that the parents of identity diffused youths tend to be more rejecting and detached. Although the fathers of diffused youths are often absent due to separation and divorce, when he is present, he is minimally encouraging and negative. Mothers of children in this group were not considered possessive and were intrusive (Adams & Gullatta, 1989).

The parents of foreclosed youths tend to be child-centered, intrusive, and possessive of their children. They are described as being accepting, yet controlling and possessive. The foreclosed adolescents may be pressured to conform to family values and beliefs, and be discouraged from exhibiting unacceptable individual differences. It is possible that these youths have 'emotionally enmeshed' family lives. Streitmatter (1987) found that adolescents who were from intact families are more likely to be foreclosed than youths from disrupted families.

It is often males in the moratorium status that struggle to separate themselves from their mothers.

Autonomy, self expression, and acceptance of individual differences are encouraged by parents of moratorium youths.

Identity-achieved youths have parents who praise their children and exhibit minimal parental control. The adolescents with such parents tend to view them positively, but occasionally with ambivalent terms. Findings from one study (Adams, Shea, 1979) suggest that a slightly higher portion of identity-achieved males come from single-parent homes where the father is absent. In these homes studied by the researchers, the mother provided early experiences for their sons occupational-identity development.

There has been some debate as to which parent has more of an influence on an adolescent's identity development. Marcia (1980) feels that the adolescent relationship with his or her same sex parent is more related to identity status. Enright and his associates (1980) found that it is the fathers of both adolescent males and females who have a more significant effect on adolescent identity. In their study, the mother's parenting style had no measurable effect on identity development.

Researchers have investigated the influence of family disruption on identity development. Protinsky (1988) found that adolescents coming from two-parent homes were at higher levels of identity development than those children living in single parent homes. He explained that a single parent home may create a structural distortion in the development of self-image and social skills, and therefore affecting identity development. Streitmatter (1988) found that adolescents from intact families were more foreclosed than their single-parent counterparts. He also concluded that family disruption has a more of an impact upon the male's identity formation.

Research has indicated that individuation from one's family of origin is especially important during late adolescence in establishing a mature ego identity (Anderson & Fleming, 1986; Erikson, 1968; Josselson, 1980; Karpel, 1976). Erikson emphasized the importance of self certainty which requires "definite sense of independence from the family as the matrix of self images and sureness of anticipation" (1968, p. 183). Sabatelli and Mazor describe individuation as " a subjective process referring to the relative degree of psychological distance an individual experiences from his or her parental family" (1985, p. 621).

Systems theorists have been more concerned with transactional processes within the family rather than individual personal changes. They view the family as a system which is composed of independent elements. When a change occurs with one element, the other elements will also be changed. "System theory captures the holistic, relational nature of the communication process, emphasizing ways in which elements interrelate to establish an indivisible whole" (Littlejohn, 1983, p.6).

Theorists, whether taking an individual or systems perspective, seem to agree that individuation is a main task during adolescence. Systemic theorists, however, criticize individual theorists such as Josselson and Erikson for their treatment of the family as a 'constant' and focus on the individual (Sabatelli & Mazor, 1985). These theorist emphasize the factor that we do not develop in a social vacuum and therefore to be able to understand individuation and identity formation, we must focus more on relational dynamics of the social context in which individuals develop. The researcher strongly agrees with this view and has included an interactional portion to the data collection in this study.

Grotevant and Cooper (1986) presented arguments for a relational view of adolescence in prediction of individuation and identity formation. They have presented a model of individuation that is based in socialization literature. "Adolescent identity formation is realized in individuation relationships in which differences are freely expressed with a basic context of connectedness" (Grotevant & Cooper, 1986, p.94). The model focuses on communication processes and relationships between interactional patterns and identity exploration. They have studied four dyads existent in family interactions (Grotevant & Cooper, 1985, 1986) and stress the importance of viewing family interactions rather than basing hypotheses on data such as reported child rearing practices and pencil and paper questionnaires. In one study (1985) Grotevant and Cooper directly observed families engaging in an interaction task of planning a two week vacation. The interactions were coded along four dimensions of family communication: self-assertion, separateness, permeability, and mutuality. The coding system had a total of 14 categories. The findings provided evidence that a link does exist between family interactions and adolescent identity exploration as measured by an extended version of Marcia's Ego Identity Interview. "Identity development was enhanced when the family context was supportive, cohesive,and accepting for all the family members. Families of low-exploring adolescents tended to avoid dealing with their differences choosing instead to focus on permeability" (Papini, Sebby, & Clark, 1980, p.458). Anderson and Fleming (1986) also found a highly significant relationship between advanced identity development and perceived level of individuation from families of origin.

Parson's and Alexander (1973) identified a need to direct more energy into focusing on process research concerning juvenile delinquents and therapy so that change can be evaluated in ways other than pencil-and-paper measures and interview data. They questioned the reliability and validity of such measures. Alexander (1973a, 1973b) addressed this need in two articles which focused on delinquents and their families participating in resolution-of-differences tasks. Both verbal and nonverbal behaviors were recorded using Gibb's coding system (1961). The two main areas coded were defensive and supportive communication. Findings supported their hypothesis that the deviant families would express high rates of disintegrating or defensive communication, while normal families would express more system integrating or supportive communication.

Sneep (1989) and Davis (1990) have recently examined the relationship between other family process variables and identity status. They have both chosen to research identity development from a systems point of view. They examined family cohesion or emotional bonding and family adaptability or the ability to change. Sneep (1989) reported that for his sample of late adolescents, that the family's perception of its cohesiveness is not a satisfactory predictor for adolescents' identity scores. He showed that low levels of family cohesion tended to have higher achievement scores. The findings for family adaptability suggested that it promotes some identity processes and not others. Davis (1990) reported that both ideological and interpersonal identity achievement correlate positively with family cohesion, adaptability, and communication. She also said in the study she conducted, the quality of adolescent communication with the mothers was more strongly correlated to adolescent identity development than was the perception of fathers communication. Both Sneep and Davis encourage the further study of identity formation in the context of the family process variables. Davis specifically suggests the use of observation and interview methods to study identity development.

A study by Bosma and Gerrits (1985) studied the quantity of speaking time in relation to Marcia's four identity statuses and autonomy scores. They found that individuals who are identity-achieved participate more in family discussions, that they are more autonomous, and that their families show more dialogue overall. The achieved participants were viewed as behaving as more equal participants in the family conversations.

One area of interactional research examine's the affective quality of family relations with respect to pubertal status and identity exploration (Lerner, 1985; Papini et. al, 1989; Steinberg, 1988). The studies attempt to integrate biosocial and psychosocial research on adolescent development in the family context and have succeeded in providing evidence that "the affective quality of parent-adolescent relationships and the pubertal status of the adolescent appear to influence adolescent identity exploration" (Papini et al., p. 458). Hauser and his associates (1985) have used their Constraining and Enabling Coding System to demonstrate that pubertal development is associated with psychosocial competence and identity development. The coding system is one of the most recent in the literature and is deserving of further explanation since it was used as a measurement device in this thesis and is grounded in a theory of ego development.

Hauser and his associates (1987) Constraining and Enabling Coding System (CECS), is based on Loevinger's theory of ego development (1966) and was constructed to identify family interactions that are relevant to adolescent ego development. Findings show a significant relationship between ego development and communication styles. Adolescents at lower levels of ego formation used more constraining speeches and those at higher levels used more enabling speeches. Constraining speeches are those which inhibit or reject the other participants involvement, and enabling messages encourage and accept the other persons speech. Hauser and his associates have also found that parents who direct more constraining speeches to their children, may have difficulties permitting change in their children. Such families are referred to as change-resistant and are associated with lower levels of adolescent ego development.

The coding system contains a total of 12 codes which are encompassed under the following 4 headings: affective constraining, cognitive constraining, affective enabling , and cognitive enabling. A discourse change component also exists in the system. It measures shifts between individual family member's speeches and captures how one family member may be influenced by other members. Hauser's past research using the CECS involved observations of families engaging in a revealed difference task and having coders later code from transcripts of audiorecorded discussions. The 'revealed difference task' involved family members discussing moral issues which would lead to different moral judgement responses being revealed. Interrater reliabilities were derived using Cohen's Kappa statistic to compare ratings of pairs of coders. All coders were blind to the hypotheses of the studies. Kappa values ranged from .43 to .82.

The review of the literature which has been presented indicates that there are relationships between identity development in adolescence, communication, and behavior exhibited by adolescents. There has also been a call from systems researchers to actually view families participating in discussions instead of having members fill out questionnaires concerning the subject. Thus this study's focus is on the relationship between identity development, observed communication patterns of sons with their fathers, and behaviors exhibited by sons. The presented research proposal attempts to gain further understanding of three areas by using measuring devices which the researcher has discussed in this literature review. Both Marcia's Extended Objective Measure of Ego Identity Status and Hauser's Constraining and Enabling Coding System have been used for this study. The following two basic research questions are addressed in this thesis:

1. Will there be a relationship between identity development and types of behavior exhibited by male adolescents?
2. Is there a relationship between communication patterns and behaviors exhibited by male adolescents?

Summary

In this chapter I presented a review of the identity research relevant to my study's hypotheses. In the next chapter, the specific hypotheses and methods used to test them will be presented.

CHAPTER 3

Methods

Introduction

The proposed research is primarily descriptive in nature. The independent variables are problem son-father dyads and nonproblem son-father dyads. Dependent variables are the verbal communication styles of the sons, as coded from the son-father interactions, and their identity status. First a brief description of this study will be presented in this chapter, and then a detailed description will follow.

The data collection for this research project took place in a laboratory setting. All father-son dyads were asked to discuss four topics, and all discussions were video-taped. This interaction portion of data collection lasted for approximately twenty minutes. Each son completed a sixty-four item identity measure. At the end of each family meeting, the fathers were requested to complete a questionnaire concerning family information, and both fathers and sons answered questions concerning their views on communication. The final step of data collection procedures involved a debriefing session.

When faced with sample size difficulties, the researcher decided to look at an additional aspect of father-son communication for exploratory purposes. Although initial plans were to observe only the son's speeches, the added area focused on the interactional component of the father's speeches and the son's. Basic patterns were looked for.ie. when the son gives an enabling message what type of speech does his father reply with? Findings will be discussed in the results section via a descriptive analysis.

Sample

Initial attempts were made to locate participants by requesting cooperation of the Solicitor General's Ethics Committee. The researcher's goal was to have one boy who was residing in the Edmonton Young Offender Centre and his brother, both between 12-16 years of age, participate in a communication /identity study with their fathers. A research proposal was submitted to the Solicitor General's Ethics Committee in December, 1989, and a reply was received in March, 1990. Permission was not granted by the committee due to ethical reasons. The Ethics Committee sent a list of changes which needed to occur in the study before the proposal could be submitted again. Since the researcher perceived the guidelines as being vague and because there was no guarantee the proposal would be accepted in the future, the researcher decided to pursue alternative methods of locating subjects.

The researcher extended the age range for the sons to 12 to 18 years of age and tried to locate fathers with two sons of this age, one who has or is exhibiting problem behavior. It was requested that both sons be living at home. Attempts were made to locate participants in the Edmonton and surrounding areas through the following ways: announcements on the "That's Living" radio show on Edmonton CJCA, an advertisement placed in a university newspaper, posters in local grocery stores, circulation of notices in mail boxes in the Educational Psychology Department, speaking to therapists in private practice, having announcements read at three different parent groups, and contacting individuals employed at Edmonton Social Services.

Only one of the routes proved successful. All subjects of this study were located through announcements on the "That's Living" radio show which aired an announcement nine times over a seven week period. The researcher spoke to twelve fathers that were suitable for the study; however, only four agreed to participate.

Each father has two sons, therefore, twelve individuals participated in the study. The descriptions of the problem behavior as perceived by the fathers included areas such as personal problems which have come to the attention of a school counsellor, problems in school with teachers or peers, and problems with the law. Sons ranged from 12 to

17 years of age and fathers, from 40 to 50 years of age. The education of the fathers ranged from grade 10 to post-secondary. Yearly income of the families ranged from $28.000 to $90.000. A more extensive description of each family is included in chapter 4.

Limitations of the Sample Due to the difficulty experienced in locating subjects, the researcher was unable to control for factors which limit the sample. Such factors are socioeconomic status, age of brothers, severity of perceived problems, and sample size. It is also important to consider that all participants were volunteers and were located through announcements over the radio. Perhaps these individuals are considerably different than those persons who would not agree to participate or even consider making an initial phone call to the researchers.

The results of the study are useful to encourage future research and provide interesting patterns concerning four fathers and their sons, however, the generalizability of the results are seriously limited and perhaps is nonexistent. The researcher suggests that the study be viewed as replicated case studies or stories about four separate and unique fathers and their sons.

Instruments

Constraining and Enabling Coding System

The verbal communication patterns of the sons were coded according to an adapted version of Hauser and others Constraining and Enabling Coding System (1987). The adapted coding system included four categories of the twelve original categories, representing each of the four main subcategories: devaluing, judgemental/dogmatic, accepting, and curiosity. Hauser's (1984) interrater reliabilities for these categories using Kappa statistic were: .65, infrequent occurrences for judgemental, .79 and .77 respectively. In terms of the scope of this study, the categories represent each of the four subcategories of affective constraining, cognitive constraining, affective enabling, and cognitive enabling. The chosen codes relate to categories most similar to those used in past research. Coding of these four categories will be based on the following definitions and subsequent examples provided in the CECS manual (Hauser et al., 1987). The CECS manual contains clear definitions of the coding categories and precise coding procedures. Coding was done from video-taped interactions rather than written transcripts. The coders observed the video-taped interactions for the following types of speeches.

Affective Constraining: 'Devaluing' speeches reject, criticize or devalue another person or another person's position, requests or actions either overtly or through insinuations and can be mocking, sarcastic, antagonistic, derogatory or condescending (p.37).

Cognitive Constraining: 'Judgemental/dogmatic' speeches are evaluative in nature, pass judgement on another's thought, feelings, character, wishes or ambitions and indicate another's position is morally or intellectually wrong (p.21).

Affective Enabling: 'Acceptance' speeches show acceptance of the other's position through acknowledgement, agreement, support of the other's ideas or encouragement of the other to continue on with his/her speech (p.74).

Cognitive Enabling: 'Curiosity' speeches major intention is to clarify the speaker's understanding of another person's position by eliciting information from that person and may express interest in a point or question the other has raised and invite the other to elaborate (p.70).

The Extended Objective Measure of Ego Identity Status

Identity status was measured by The Extended Objective Measure of Ego Identity Status (Adams, Bennion, & Huh, 1989; see Appendix I). The measure consists of sixty-four items designed to measure both ideological and interpersonal domains: occupation, religion, politics, friendship, dating and sex roles. The manual suggests that it is appropriate for use with delinquents when administered individually and for the purpose of comparing with normal patterns of individual differences. Slight modifications were made to the format of the scale; however, the change did not effect the wording of the questions asked. Items were presented in a 6-point Likert-type scale. Answers were recorded directly on the questionnaire sheet, and scoring was done by hand according to directions given in the manual. Raw scores were transformed to provide identity status groupings for each individual on both ideological and interpersonal domains. Combining the two subdomains to determine an overall identity status was not possible with the information provided in the scoring manual.

Psychometric properties of the EOMEIS-1 were derived from data of university students in Texas and Utah, however the manual includes data for individuals as young as 12 years of age. Internal consistency of the subscales range from .67 to .77. Split-half reliabilities ranged from .37 to .64, and test-retest reliabilities over a four week period ranged from .63 to .83. The manual provides information on initial statistical studies and a summary of thirty studies done to date providing statistical evidence of the scale. Reliability and validity estimates are acceptable for the EOMEIS-1. A copy of the EOMEIS-1 appears in Appendix I.

Family Information Form

All fathers who participated in the study were asked to fill out a two page questionnaire providing information about the family (see Appendix II). The questionnaire was formulated by the researcher in order to allow comparisons between families and brothers.

Father and Son Information Forms

Fathers were asked to comment about their perceptions of their sons' communication styles and their own (see Appendix III). Sons were asked to fill out a similar form concerning their perceptions of communication (see Appendix IV).

Hypothesis

Specific research hypotheses include:

1. The identified 'problem-son' group will obtain significantly lower identity scores than the nonproblem group.
2. Problem sons will deliver more constraining verbal messages to their fathers in comparison to their siblings.
3. Nonproblem sons will deliver more enabling verbal messages to their fathers than will their problem

siblings.

Pilot Study

In order to test the appropriateness of the communication topics to be used in this research, three father-son dyads agreed to listen to audio-taped instructions of five discussions at home and to audio-tape conversations about the topics. The father-son dyads were located through acquaintances in the educational psychology program at the University of Alberta. None of the sons participating in this these trials were considered to be exhibiting problem-behavior. Both fathers and sons were asked to provide feedback concerning the topics and the overall exercise. After considering the comments, the researchers reduced the discussion times for each topic from six to five minutes and dropped one question, "Discuss how you have experienced the past four discussions which you participated in over the last twenty minutes". It was decided that a similar question would be covered in the final debriefing session.

A pilot study with one father-son dyad was conducted at the University of Alberta. The researchers followed procedures as planned for the actual study. The son was not considered to be a 'problem' adolescent. The session was used for calculating interrater agreement among coders and helped to identify any concerns which needed consideration before the actual study began. No changes were made to data collection procedures after this point.

Data Collection

The participants for the actual study contacted the researchers by phoning a number given on the "That's Living" radio show. The initial telephone conversation was devoted to filling out the Initial Contact Form (see Appendix V). When a mother initiated the contact with the researchers, permission was obtained for the researchers to phone at a later date to speak with her husband. The father's perception of his sons was crucial to this study. In each case it was important that the father perceive one son as exhibiting behaviors that he considers to be a problem as compared to his other son. Out of twelve contacts who were suitable for the study, four agreed to participate and to volunteer their time. Meeting dates were arranged and directions given.

A letter was sent to these individuals containing a brief description of the study and a consent form (see Appendix VI). All participants were guaranteed confidentiality. Self-addresses stamped envelopes were included so that the individuals could return the consent forms.

All research was conducted in the Education building at the University of Alberta. Upon arrival, participants were given a brief explanation of the procedures. One son was asked to remain in the initial meeting room to participate in the communication session of the study, while the other brother was asked to leave with one researcher to complete the identity measure in a connected room (see Appendix I). The examiner attempted to control for order effects by alternating the order of which son (problem/nonproblem) participated in the interaction or identity parts of the study first. For example half of the time the 'problem'son participated first in the communication section and then the identity section. When the sons were below the age of 15, all sixty-four questions of the identity measure were read out loud by one of the researchers. This procedure was recommended by the authors of the scale. The researcher sat with her back facing the participants to avoid possibilities of the sons trying to answer in manner to please the researcher. Sons over the age of 15 read the questions silently and were told to ask the researcher for assistance if needed. All sons were instructed to answer as honestly as possible, refraining from answering how they feel others expect them to answer. They were informed that a few questions may seem difficult and that they should answer them the best that they can. They were told that the questions did not have right or wrong answers. The instructions on the scale were also read out loud to all individuals.

The father-son interactional sessions lasted approximately twenty minutes. The dyads were asked to discuss four topics in a room where they were the only ones present. Instructions for the discussions were presented by the experimenters via pre-recorded video-tape. Silence time of five minutes followed each topic instruction so that the dyads could use the time to communicate. Participants were instructed when to start and finish their discussions. Participants were not involved in timing their own discussions or operating the video equipment. All discussions were video-taped. Father-son dyads were asked to discuss the following topics:

1. plan a two-week vacation for their family assuming they have unlimited expenses;
2. discuss a problem the two have recently encountered and generate an alternative solution to it;
3. discuss how a father and son could raise enough money for the two of them to go on a ski weekend;
4. discuss and agree on three important rules for their family;

The four topics were chosen for several reasons. The researchers purposefully avoided including moral dilemmas in the discussion topics for ethical reasons. The researchers did not want the discussions to stimulate conflict. The thirty minute time period for each discussion, which included time used for directions, was appealing to researchers because it seemed to be a reasonable length of time for such a structured interaction task. The four discussion tasks were chosen to allow multiple ideas to be incorporated into plans and discussions. Similar tasks are described in research to promote participants to become highly involved. There are limitations involved in such a structured interaction task. The possibility exists that the participants may have behaved differently knowing that they were being video-taped. They may have been attempting to portray a positive image or behaving in a manner that they felt the researchers wanted of them.

One of the researchers viewed the father-son dyads in the communication task from behind a one-way mirror. This was deemed necessary in case of any of the following circumstances arising: video equipment malfunctioning, participants wanting to discontinue the task, conflict reaching level where may be necessary to intervene, or emergencies of any kind.

Upon completion of the identity measure and the communication task by both sons, all participants were brought into the initial meeting room. The father was asked to complete a Family Information Form (see Appendix II), and a Father Information Form (see Appendix III). Sons were requested to complete a Son Information form (see Appendix IV).

The final step of data collection procedures, entailed a debriefing session for all members before leaving. Both researchers were involved in the debriefing and followed guidelines (see Appendix VII), to ensure that the father and sons were provided answers to any questions they had and that they were not upset after the session. The researcher also asked for feedback concerning the communication task and the identity measure. Participants were informed that they would be mailed a summary of the results in 4 months. Fathers were given a thank-you letter and a list of community resources (see Appendix VIII).

Coding

Coding was done directly from videotaped father-son dyad conversations by two trained coders. The coders included the current researcher and another student working on an M.Ed. degree.

The training involved studying Hauser's manual of coding rules, the trainees discussing the procedures, and actual coding from audio and video-tapes. Fifty hours of training led to a .72-.83 coding agreement between coders. Interrater agreement was calculated by dividing the amount of speeches coded in agreement by the total speeches coded (speeches agreed upon divided by [agreed + disagreed]).

Due to the small sample size both researchers coded every speech of all four discussions in each family. Interrater agreement on the pilot study tapes was .77. Tapes were coded by the researchers in separate locations. The researchers discovered that disagreement was often due to coders copying down different words from the tapes and therefore coding different statements. When the researchers calculated the agreement using only those speeches which were copied down the same, the agreement was .87. Perceptual differences and less than ideal video-taping conditions were factors contributing to difficulties in hearing and coding of different speeches. Such factors could have been combated by coding from transcripts. Due to lack of funding, the researchers did not have the tapes transcribed. The researchers decided to listen to each tape together and to make sure they were coding the same words. All coding of the speeches, however, were done independently and care was given to avoid giving verbal and nonverbal cues to one another. When disagreements occurred between the coders a discussion was held to arrive at a decision. It took approximately four hours to code each father-son dyad. Approximately thirty-two hours of coding was involved in total. All coding took place at the university. A full transcript of Family #2 appears in Appendix IX in order to provide an example of conversations. Some details have been changed in the transcript to insure the confidentiality of participants. The codes decided upon are in the left margin. Interrater agreement ranged from 81% to 95%. Percentage of coder agreement for each father-son dyad and each family is summarized in Table 2.

Coding Limitations

To provide unbiased coders it would have been ideal to hire and train individuals to do the coding and to be blind to other aspects of the study. It is unfortunate that the researchers in this study were also the coders since they were aware of the hypotheses and were not blind as to who the problem/nonproblem sons were. Even though the researchers were aware of these weaknesses and attempted to code as objectively as possible, biases can not be ruled out. There is a danger of a 'halo effect' occurring in such a situation. Such biases, however, cannot be assumed.

Methodological Assumptions

Methodological assumptions have been made by the researcher throughout this study. They include the following:

1. A twenty minute structured communication session

Table 2

Interrater Percentage Agreement

NP=nonproblem

P= problem

	Agree	Disagree	Total Speeches	Percentage Agreement
Family #1				
NP	324	27	351	92%
P	305	24	329	93%
Family #2				
NP	287	15	302	95%
P	180	17	197	91%
Family #3				
NP	290	46	336	86%
P	223	54	277	81%
Family #4				
NP	242	47	289	84%
P	215	30	245	88%

will provide the researcher with an approximation of the typical way of interacting.

2. Sons answered the identity questions honestly, and the answers will be accurate reflections of their attitudes and feelings.

3. The identity measure administered to each son is sensitive to identity development in its the earliest stages.

4. That identity is a construct which can actually be measured, and that the identity measure used is sensitive to various facets of identity.

Data Analysis

Main Research Focus

To reach the point where the three hypotheses could be addressed in a descriptive manner, the completion of following steps were necessary:

1. Coding of all speeches given by both fathers and sons. A speech is defined as "a lengthy statement, phrase fragment, or utterance initiated by a family member (Hauser et al., 1987b, p.3).
2. Tabulation of frequencies of the different types of speeches by both fathers and sons.
3. Coders compared their tabulations, and when

differences were detected, counting was repeated.

4. Percentages of speech types were calculated. Speeches that could not be coded as one of the four speeches being examined was coded as a no code (NC). The data labelled as NC were not used in calculations of percentages.

5. Graphs were drawn to visually summarize the data.

In the following chapter, the results are presented by comparing percentages of speeches between NP and P brothers.

Additional Research Focus

Guidelines by Bakeman and Gottman (1986), were followed to analyze the sequential communication data collected. A lag 1 frequency matrix was first drawn to calculate the frequency of times, given a certain type of speech was delivered, that a certain type of speech was given in reply by the receiver. The frequencies of the various combinations of sender-receiver speeches were calculated. The analysis was done manually, and was very time consuming. Lists of speech types used by participants in discussions had to be made initially so that frequencies of combinations could be counted. The resulting descriptive statistics allows the researcher to discuss the percentage of times that when a specific speech type is given by a sender, that the receiver will reply with a certain speech type.

Summary

This chapter has reviewed the way in which data were acquired, and the way they were analyzed. The results of this analysis will be presented in the following chapter. The results for the main study will be in the form of four replicated case studies.

CHAPTER 4

Results

In the following chapter, the data relevant to this study will be presented and graphs are included to provide visual aids. The chapter is organized to first look at the four families separately with respect to the three hypothesis presented in chapter 3, secondly to combine the findings of all families and to investigate with respect to the hypotheses, and lastly to present data relevant to the additional research focus. The three hypothesis will once again be listed to assist the reader. They are as follows:

1. The identified "problem-son" group will obtain significantly lower identity scores than the "nonproblem" group.
2. "Problem" sons will deliver more constraining verbal messages to their fathers in comparison to their siblings.
3. "Nonproblem" sons will deliver more enabling verbal messages to their fathers in comparison to their siblings.

Each family has been assigned a name at random as to make explanations less cumbersome. For this same reason, nonproblem sons will referred to as NP and problem sons will be referred to as P. For each family specific topics will be addressed. They include the following:

1. results from identity measure.
2. devaluing, judgemental, curiosity and acceptance speeches delivered by the NP and P sons.
3. devaluing, judgemental, curiosity, and acceptance speeches delivered in total.
4. constraining and enabling speeches delivered in each discussion.
5. constraining and enabling speeches delivered in total.

Comparisons between NP and P sons will be done using percentages. Percentages allow for valuable visual comparisons using graphs. Since frequencies of total speeches given by each son differs, reporting frequencies alone can be misleading. Total speech frequencies will be discussed as will the amount used for percentage calculations. Although the researcher decided to report the findings using percentages, the frequency counts of each son have been included in Appendix X. The goal is to avoid misleading the reader into believing there were more occurrences of certain speech types than there actually were. Borg and Gall state that readers should pay close attention to the actual number of cases on which percentages are based. "If the number of cases is not reported you should view the results with suspicion because they may be based on very few cases" (1989, p.177).

When percentages of speeches delivered are compared for NP and P sons, the NP son's data will be delivered first (NP vs P). The findings are presented as being in the direction favourable or unfavourable to the different hypotheses. This simply means that there is more evidence, above half of what has been observed, which is favourable or unfavourable to the hypothesis being addressed. A discussion of the findings will be presented in chapter 5.

Family 1: The Smiths

Mr. Smith is a 43 year old man who lives with his wife and two sons. He is a professional with post secondary education and reports his estimated family income to be $90 thousand. English is the primary language spoken in the Smith home. Mr. Smith reported that he has participated in various development/self improvement seminars and courses in the past.

Mr. Smith participated in this study with his two sons who are 12 and 15 years of age. Mr. Smith reported that he considers his two sons to be very different and that he feels his elder son exhibits behavior which he considers problematic. He said that his P son has been seeing the school counsellor regarding personal problems.

Identity Status

In the ideological domain of identity status, the NP son was classified as being in the diffused stage whereas the P son was in the achieved stage. The achieved stage of identity is considered to represent a more advanced stage of development. This difference between NP and P sons is in the direction unfavourable to hypothesis 1. In the interpersonal domain of identity status, both the NP and P sons were classified as being in the moratorium stage of development.

Speeches Delivered by Sons

A total of 155 speeches were delivered by the NP son to his father. Of these speeches, 71 could not be labelled as one of the four codes being used, and therefore were labelled as NC. A total of 84 speeches were therefore used to calculate the percentages of applicable codes.

A total of 139 speeches were delivered by the P son to his father. Of these speeches, 57 were considered NC. Therefore, a total of 82 speeches were used to calculate percentages of applicable codes. The NP son delivered 16 more speeches to his father than did his P son.

Judgemental, Devaluing, curiosity, and acceptance speeches used in each discussion.

Figure 1 displays four graphs which represent the percentages of judgemental, devaluing, curiosity, and acceptance speeches delivered by each son to his father. It illustrates the percentage of codes for each discussion.

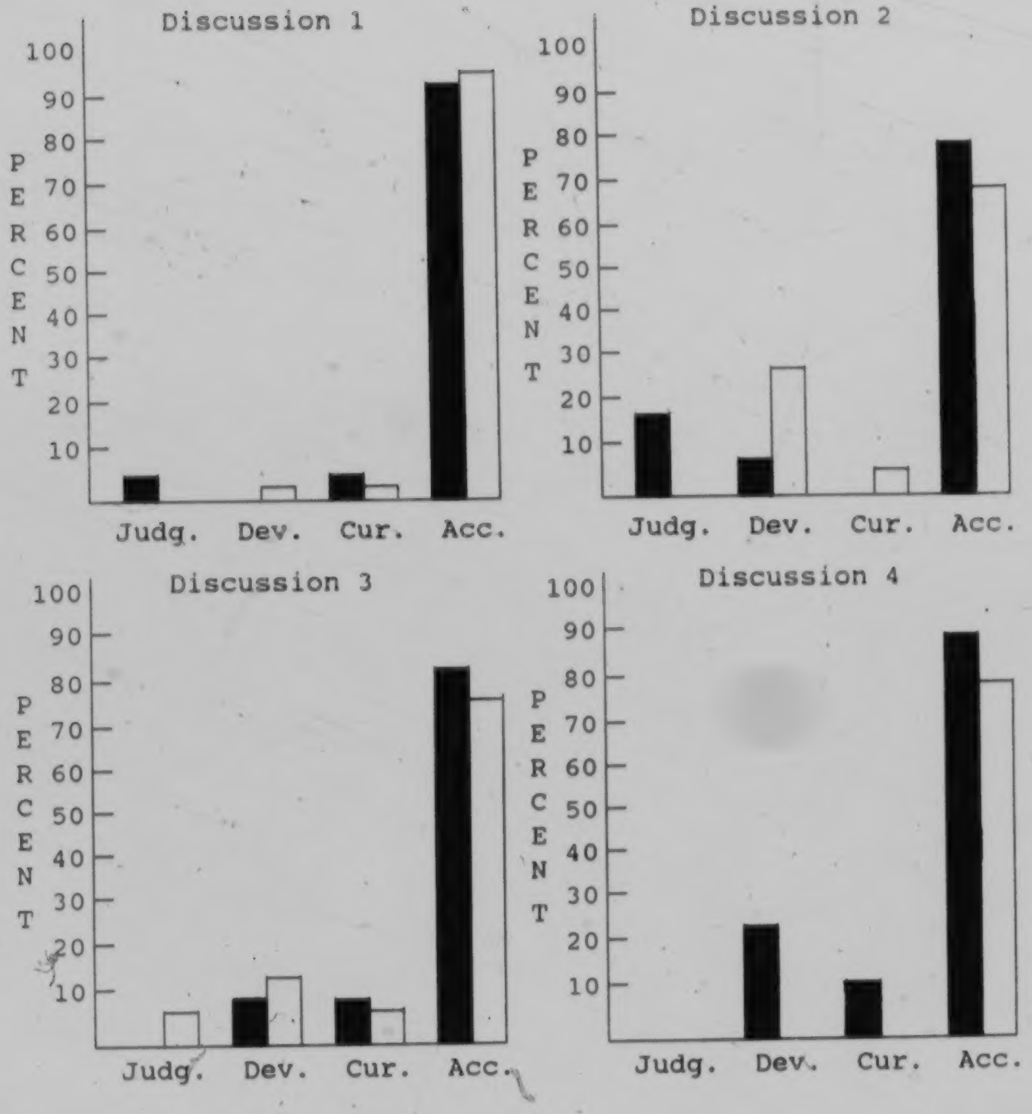
In Discussion 3, the P son delivered a higher percentage of judgemental speeches than did his NP sibling (0% vs 6%). In Discussions 1 and 2, the NP son delivered a higher percentages of judgemental speeches than did his P brother (3.8% vs 0%; 16.7% vs 0%). Neither NP or P son delivered judgemental speeches in discussion 4. In summary, in one out of the three discussions where judgemental speeches or cognitively constraining verbal speeches were given, the P son delivered a higher percentage than the NP son. This finding is in the direction unfavourable to hypothesis 2.

In all of the discussions, the P son delivered a higher percentage of devaluing speeches compared to his NP brother. These results are in a direction favourable to Hypothesis 2.

In Discussions 1, 3, and 4 the NP son delivered a higher percentage of curiosity speeches then did his P brother (3.8% vs 3.6%; 9.1% vs 6.0%; 11.1% vs 0%). In Discussion 2, the P son delivered a higher percentage of curiosity speeches as compared to his brother. In summary, in three out of four discussions, the NP son delivered a

Figure 1. Smith Family: Percentage of applicable codes delivered by sons to their fathers in each discussion.

Nonproblem Son = ■
Problem Son = □
Judgemental = Judg.
Devaluing = Dev.
Curiosity = Cur.
Acceptance = Acc.



higher percentage of curiosity or cognitively enabling speeches than did his P brother. This finding is in a direction favourable to hypothesis 3.

Judgemental, devaluing, curiosity, and acceptance speeches in total.

Figure 2 illustrates the findings when the four separate codes are totalled over the four discussions. The NP son delivered a higher percentage of judgemental speeches as compared to his P brother. The P son delivered a higher percentage of devaluing speeches compared to his NP brother. These finding are neither in a direction favourable or unfavourable to hypothesis 2.

The NP son delivered a higher percentage of both curiosity and acceptance speeches (5.9% vs 3.7%; 85.7% vs 80.3%), as compared to his P sibling. These findings are in the direction favourable to hypothesis 3.

Constraining and enabling speeches in each discussion.

Figure 3 provides a visual representation of constraining and enabling speeches delivered by NP and P sons in the Smith family. The constraining category was derived at by combining the judgemental (cognitive constraining) and the devaluing speeches (affective constraining). The enabling category consists of a combination of curiosity (cognitive enabling) and acceptance (affective enabling) speeches.

Figure 2. Smith Family: Percentage of speech types in discussions combined.

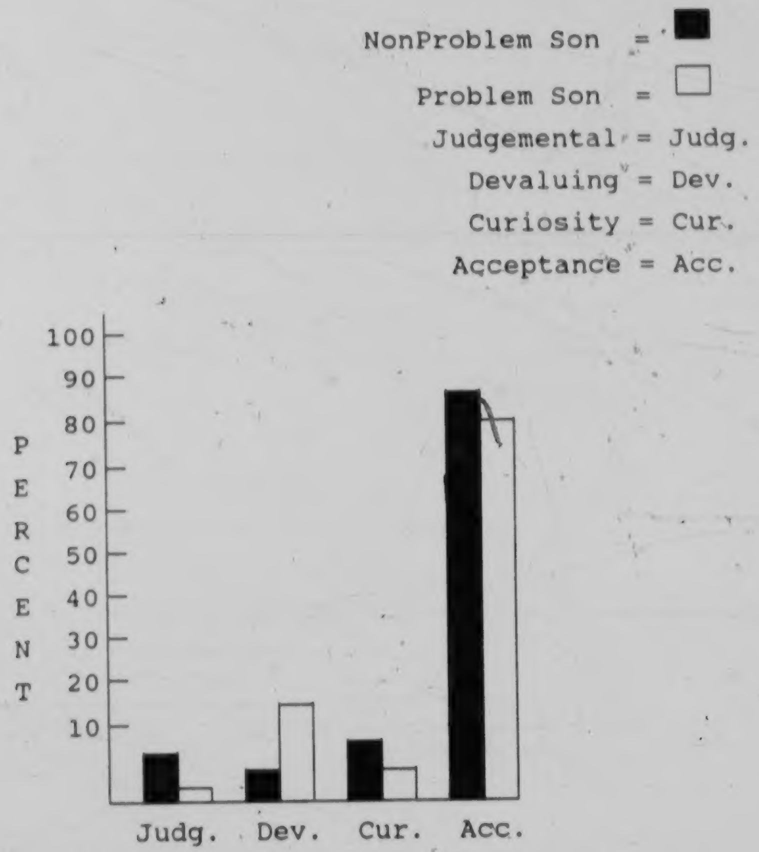


Figure 3. Smith Family: Percentage of constraining and enabling speeches delivered in each discussion.

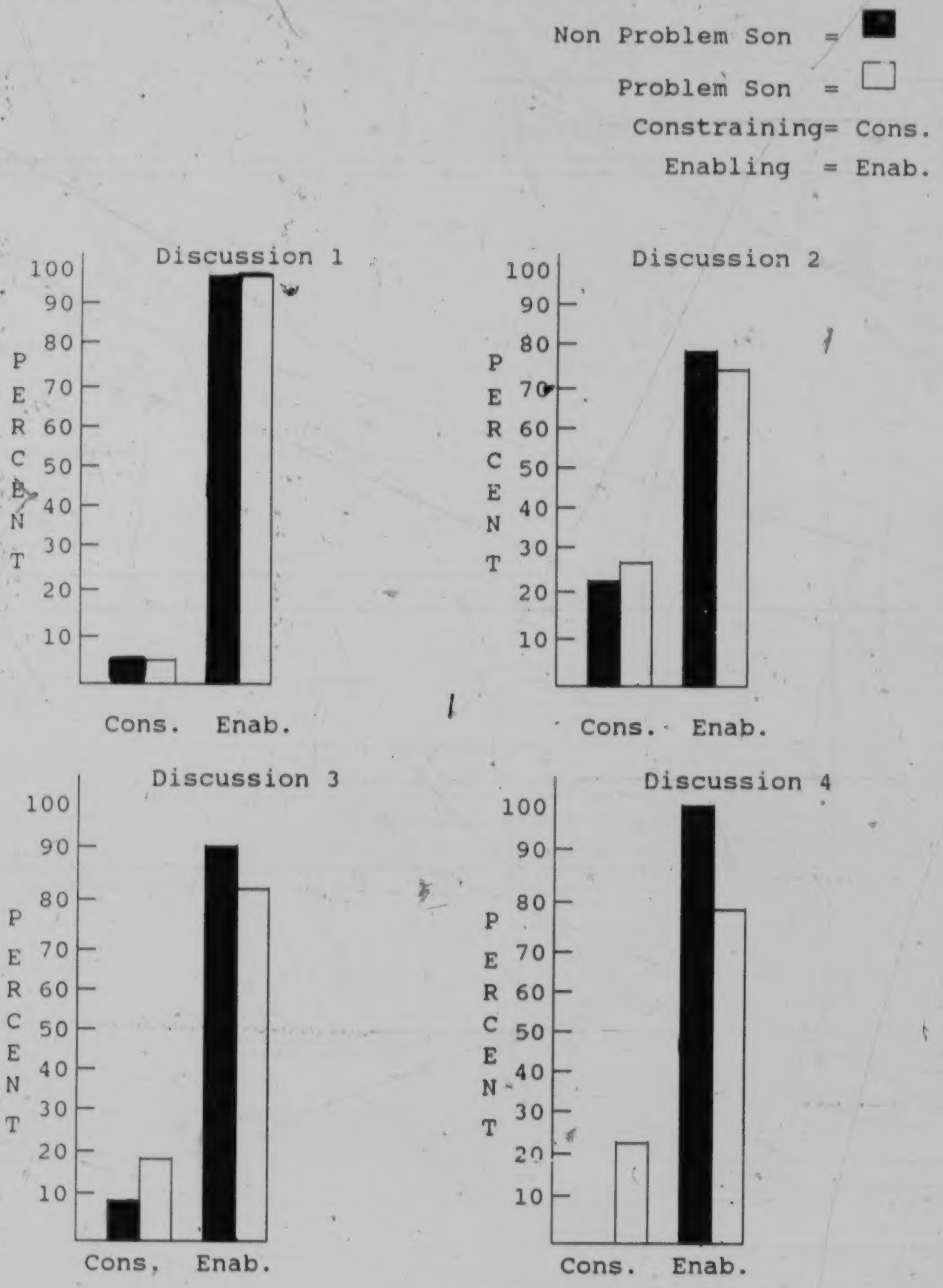


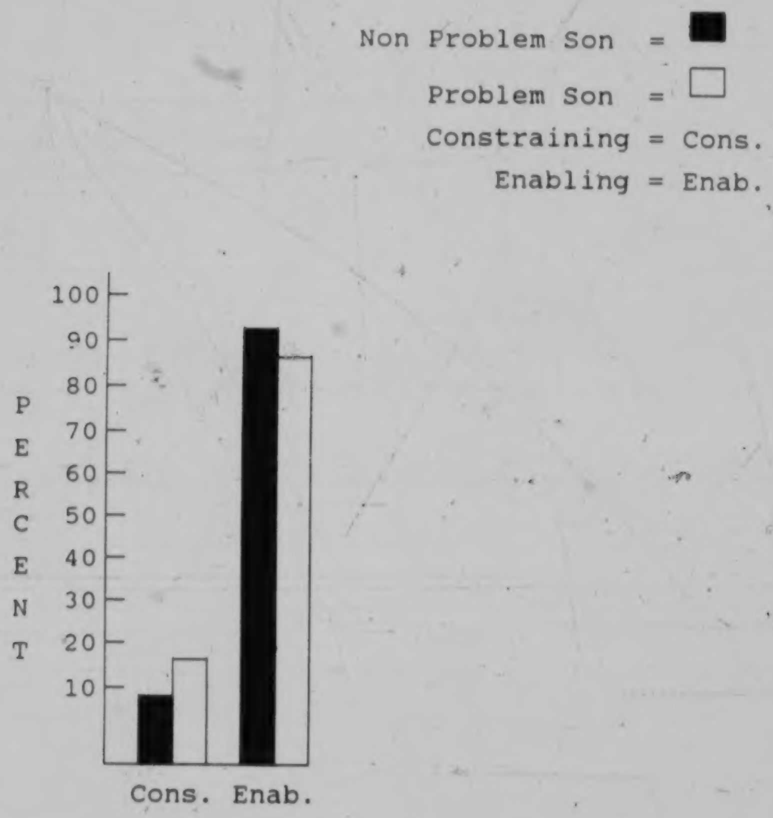
Figure 3 illustrates that in Discussions 2, 3, and 4 the P son delivered a higher percentage of constraining speeches than did his NP brother (22.2% vs 26.1%; 9.1% vs 19.0%; 0% vs 21.4%). In Discussion 1, the NP son delivered a higher percentage of judgemental speeches compared to his sibling (3.8% vs 3.6%). In summary, in three out of four discussions, the P son delivered a higher percentage of constraining speeches than hi s NP brother. This finding is in the direction supportive to hypothesis 2.

In Discussions 2, 3, and 4 the NP son delivered a higher percentage of enabling speeches than did his P brother (77.8% vs 73.9%; 90.9% vs 81.0%; 100.0% vs 78.6%). In Discussion 1 the P son delivered a higher percentage of enabling speeches compared, to his NP sibling. In summary, in three out of four discussions, the NP brother delivered a higher percentage of enabling speeches. This finding is in the direction favourable to hypothesis 3.

Constraining and enabling speeches in total.

Figure 4 visually depicts the percentages of constraining and enabling speeches delivered in total over the four discussions. The P son delivered a higher percentage of constraining speeches as compared to his NP brother (8.4% vs 16.0%). The NP son delivered a higher percentage of enabling speeches as compared to his P brother (100.0% vs 94.7%). These findings are in a direction favourable to hypotheses 2 and 3.

Figure 4. Smith Family: Percentage of constraining and enabling speeches delivered in total.



Family 2: The Jones

Mr. Jones is a 50 year old man who lives with his wife and four children. He is a nonprofessional with grade 10 education and reports that his estimated family income is $28 thousand. English is the primary language spoken in the Jones' home. Mr. Jones reported that he is from a Metis background.

Mr. Jones participated in this study with his 2 sons who are 12 and 13 years of age. Mr. Jones reported that his two sons are very different and that the oldest of the two has exhibited problematic behavior. He said that his P son had skipped school in the past, lied to Mrs. Jones, gets very angry with her, has stolen from a family member, has teachers and his principal concerned with behavior, and has been in trouble with the law.

Identity Status

In the ideological domain of identity development, the NP son was classified as being in the moratorium stage whereas the P son was in the diffusion stage. The diffusion stage of identity is considered to represent a less advanced stage of development. This difference is in the direction favourable to hypothesis 1. In the interpersonal domain of identity status, both the NP and P son were classified as being in the moratorium stage of development.

Speeches Delivered by Sons

A total of 136 speeches were delivered by the NP son to his father. Of these speeches, 57 could not be labelled as one of the four codes being used, and therefore were labelled as NC. A total of 79 speeches were used to calculate the percentage of applicable codes.

A total of 82 speeches were delivered by the P son to his father. Of these speeches, 44 were NC. Therefore, a total of 38 speeches were used to calculate percentages of applicable codes. The NP son delivered 56 more speeches to his father than did his sibling.

Judgemental, devaluing, curiosity, and acceptance speeches used in each discussion.

Figure 5 illustrates the percentages of judgemental, devaluing, curiosity, and acceptance speeches delivered by each son to his father. There was a total absence of judgemental speeches delivered by both NP and P son. This finding was neither favourable or unfavourable to hypothesis 2.

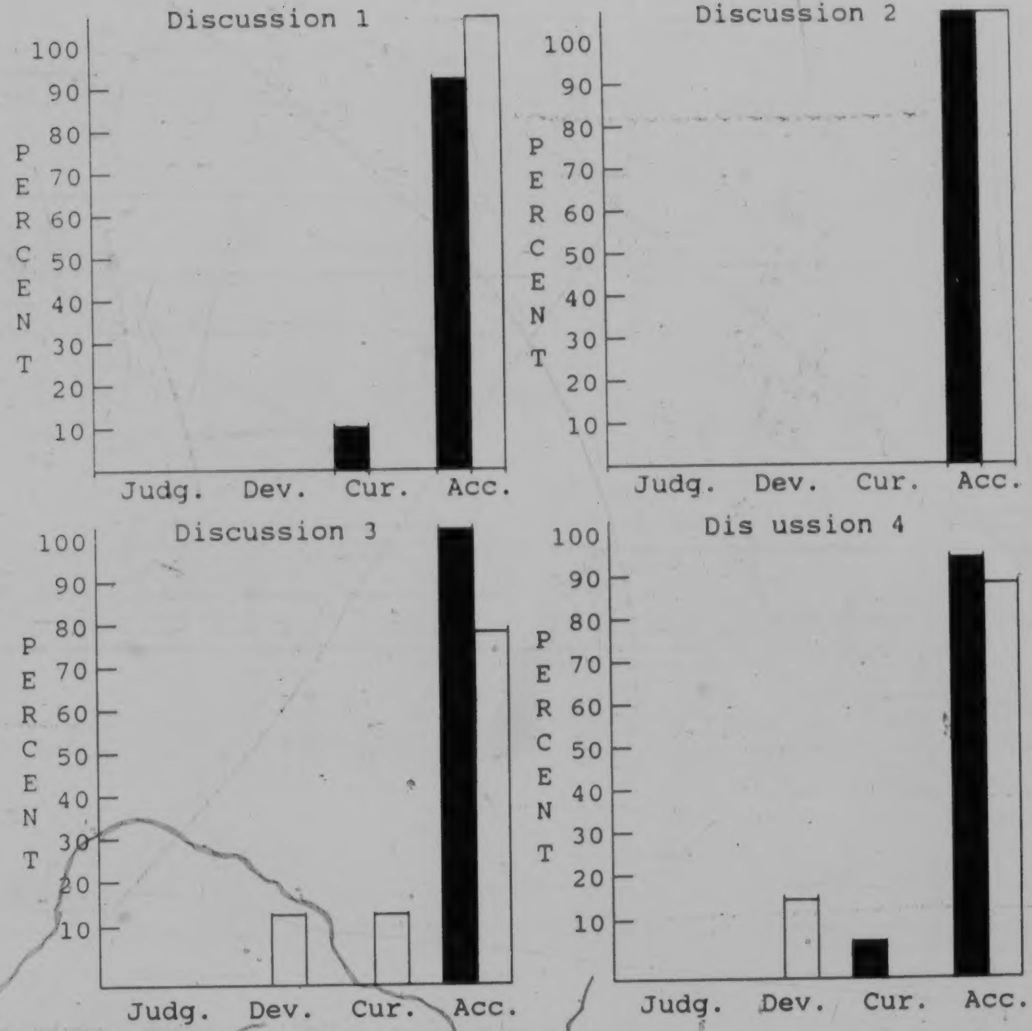
In Discussions 2 and 3, the P son delivered a higher percentage of devaluing speeches as compared to his NP brother (0% vs 11.1% ; 0% vs 12.5%). Discussions 1 and 2 were free from devaluing speeches by both sons. Therefore, findings from the discussions 2 and 3 are in the direction

Figure 5. Jones Family: Percentage of applicable codes delivered by sons to their fathers in each discussion.

Nonproblem Son = ■

Problem Son = □

Judgemental = Judg.
Devaluing = Dev.
Curiosity = Cur.
Acceptance = Acc.



favourable to hypothesis 2.

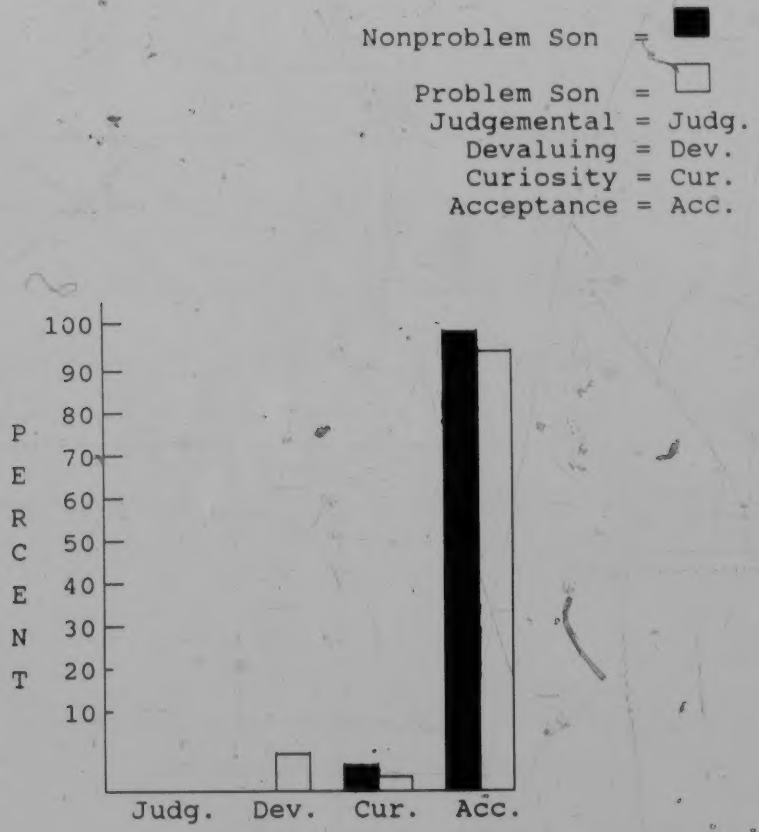
The NP son delivered a higher percentage of curiosity speeches in Discussions 1 and 4, as compared to his P brother (8.7% vs 0% ; 6.3% vs 0%). In Discussion 3, the P son delivered a higher percentage of curiosity speeches as compared to the NP sibling (0% vs 11.1%). Discussion 2 was absent of curiosity speeches by either son. In summary, in two out of the three discussions containing curiosity speeches, the NP son delivered a higher percentage of curiosity speeches. This finding is in the direction favourable to hypothesis 3.

In Discussions 3 and 4, the NP son delivered a higher percentage of acceptance speeches as compared to his P sibling (100% vs 77.8%; 93.7% vs 87.5%). In Discussion 1, the P son delivered a higher percentage of acceptance speeches as compared to his NP brother (91.3% vs 100%). In Discussion 2, the sons delivered an equal percentage of acceptance speeches. These findings are in the direction favourable to hypothesis 3.

Judgemental, devaluing, curiosity, and acceptance speeches in total.

Figure 6 illustrates the findings when the four separate codes are totalled over the four discussions. There was an absence of judgemental speeches delivered by both sons. The P son delivered a higher percentage of devaluing speeches as compared to his NP brother (0% vs

Figure 6. Jones Family: Percentage of speech types in discussions combined.



5.3%). The NP son delivered a higher percentage of both curiosity and acceptance speeches (3.8% vs 2.6%; 96.2% vs 92.1%). These findings are in the direction favourable to hypothesis 3.

Constraining and enabling speeches in each discussion.

Figure 7 provides a visual representation of constraining and enabling speeches delivered by NP and P sons in the Jones family. In Discussions 1 and 2, the NP and P sons did not deliver any constraining speeches. In Discussions 3 and 4, the P son delivered a higher percentage of constraining speeches as compared to his NP brother (0% vs 22.2%; 0% vs 12.5%).

In Discussions 1 and 2, the NP and P son delivered an equal percentage of enabling speeches. In Discussions 3 and 4, the NP son delivered a higher percentage of enabling speeches as compared to his P brother (100% vs 77.8%; 100% vs 87.5%).

Constraining and enabling speeches in total.

Figure 8 visually depicts the percentages of constraining and enabling speeches delivered in total over the four discussions. The P son delivered a higher percentage of constraining speeches as compared to his NP brother (0% vs 5.3%). The NP son delivered a higher percentage of enabling speeches as compared to his P brother (100% vs 94.7%). These findings are in the direction favourable to hypotheses 2 and 3.

Figure 7. Jones Family: Percentage of constraining and enabling speeches delivered in each discussion.

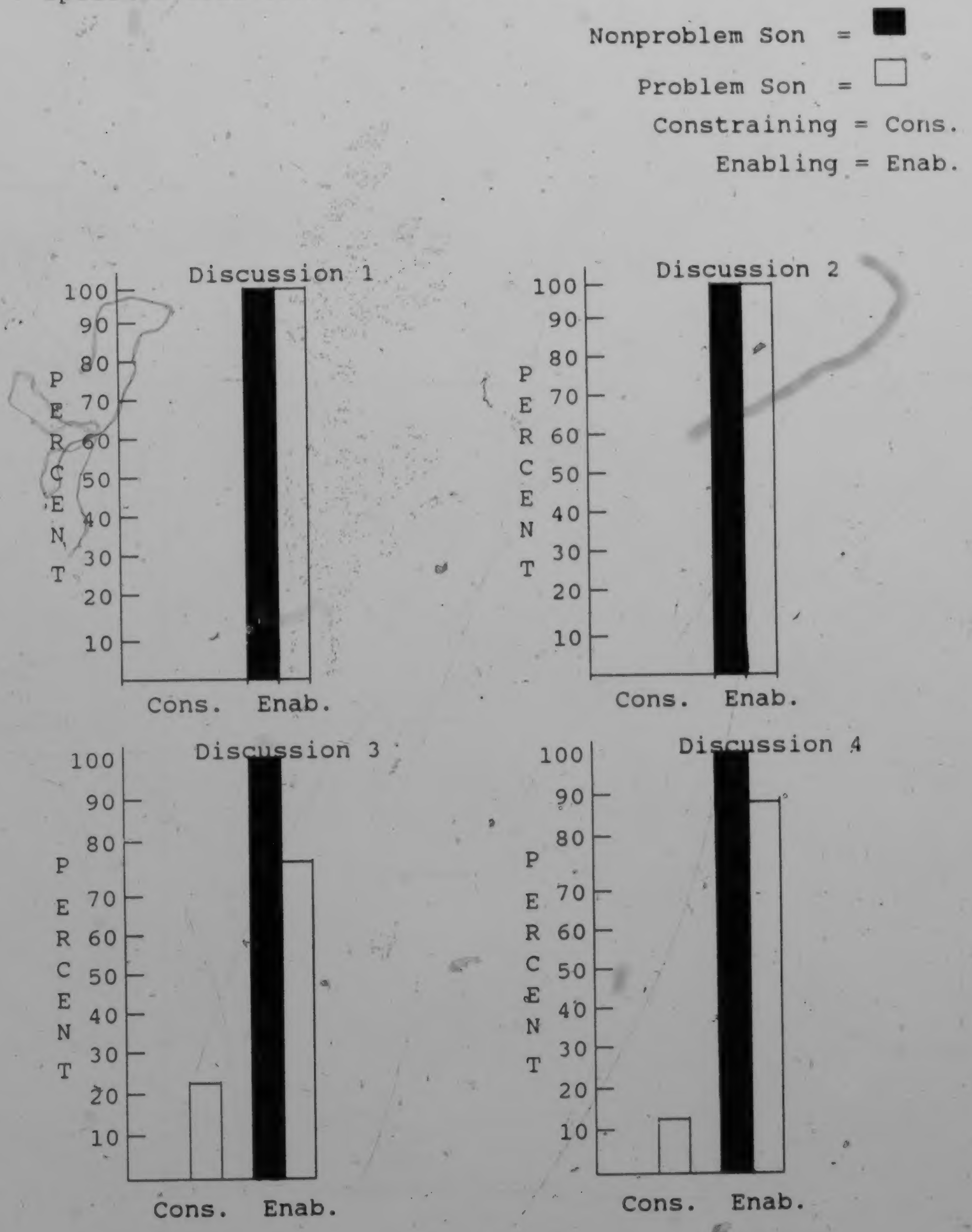
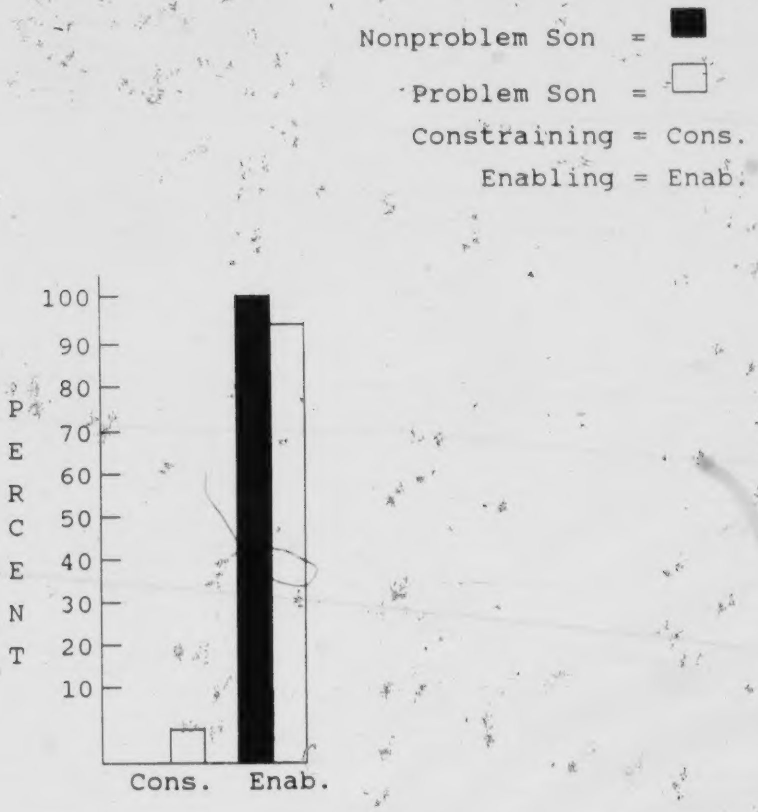


Figure 8. Jones Family: Percentage constraining and enabling speeches delivered in total.



7

Family 3: The Blacks

Mr. Black is a 40 year old man who lives with his wife and three children. He is a nonprofessional with a grade 11 education and reports that the families estimated yearly income is $40 thousand. English is the primary language spoken in the Black home.

Mr. Black participated in this study with his two sons are 13 and 12 years old. Mr. Black reported that he considers his sons to be very different and that he considers the older of one to exhibit behavior which is problematic. He said that his P son's marks have been dropping, he is more aggressive than his brother, he will not take no as an answer, and he has been in contact with the police due to his behavior.

Identity Status

In the ideological domain of identity status, both the NP and P sons were classified as being in the moratorium stage of development. In the interpersonal domain of identity status, the NP son was classified as being in the moratorium stage whereas the P son was in the foreclosure stage. The foreclosure stage of identity is considered to represent a less advanced stage of development. This difference between NP and P sons is in the direction of the hypothesized difference.

Speeches Delivered by Sons

A total of 149 speeches were delivered by the NP son to his father. Of these speeches, 53 could not be labelled as one of the four codes being used, and therefore were therefore labelled as NC. A total of 96 speeches were used to calculate the percentages of applicable codes.

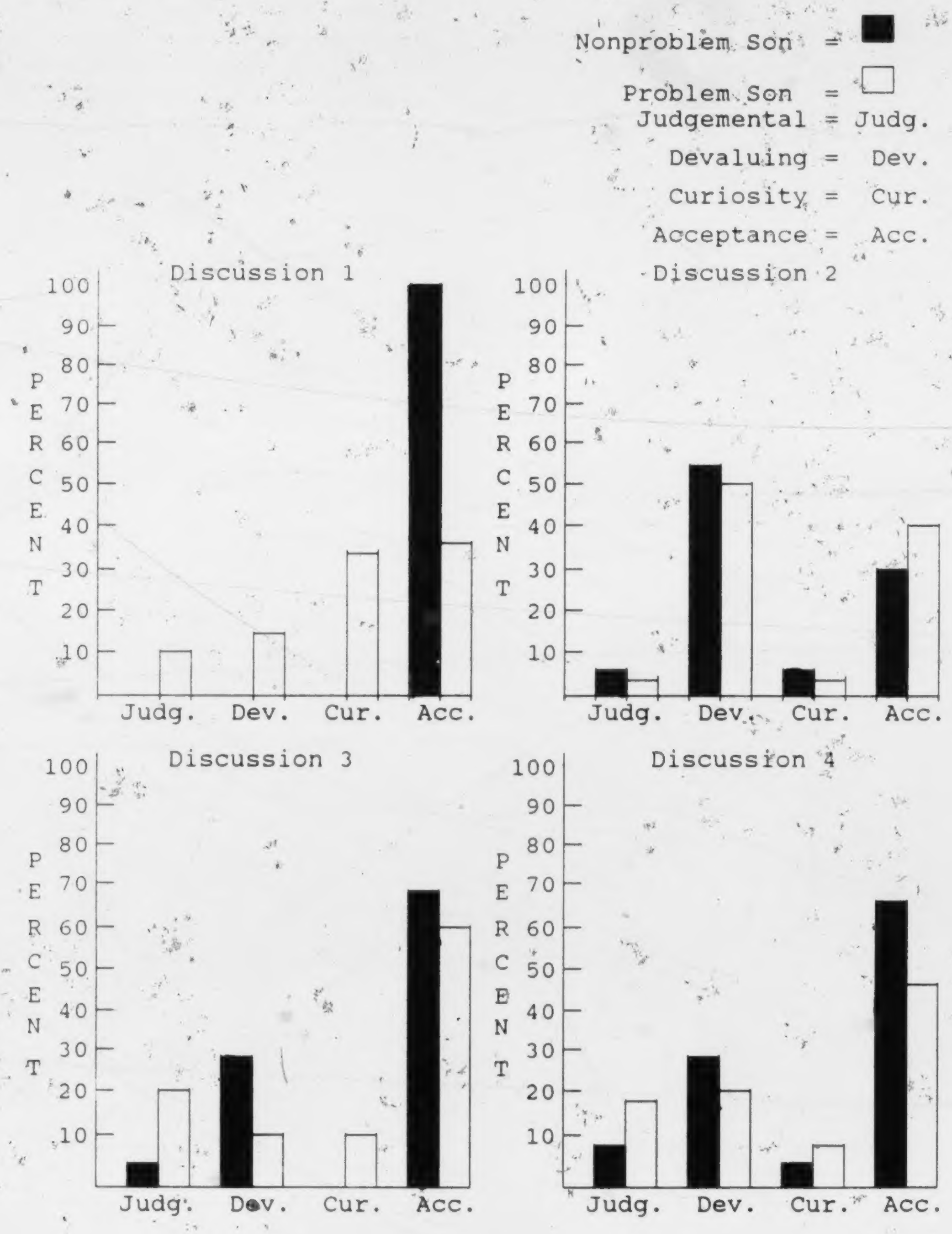
A total of 128 speeches were delivered by the P son to his father. Of these speeches, 48 were considered NC. A total of 80 speeches were used to calculate percentages of applicable codes. The NP son delivered 21 more speeches to his father than did his P sibling.

Judgemental, devaluing, curiosity, and acceptance speeches used in each discussion.

Figure 9 displays graphs which represent the percentage of judgemental, devaluing, curiosity, and acceptance speeches delivered by each son to his father. It illustrates the percentages of these codes for each separate discussion.

In Discussions 1, 3, and 4 the P son delivered a higher percentage of judgemental messages than did his NP sibling (0% vs 10.7%; 4% vs 20%; 8.3% vs 20.8%). In Discussion 2, the NP son delivered a higher percent of judgemental speeches then did the P son (20% vs 4%). Therefore, in three out of four discussions, the P son delivered a higher percentage of judgemental or cognitively constraining verbal messages to his father then did his NP brother. This

Figure 9. Black Family: Percentage of applicable codes delivered by sons to their fathers in each discussion.



finding is in the direction which is favourable to hypothesis 2.

In Discussions 1 and 4, the P son delivered a higher percentage of devaluing messages than did his NP sibling (1.0% vs 14.3%; 20.8% vs 27.3%). In Discussions 2 and 3, the NP son delivered a higher percentage of devaluing speeches then did his P son (53.8% vs 50.0%; 28.0% 10.0%). To summarize, in half of the discussions, the P son delivered a higher percentage of devaluing or affective constraining verbal speeches to his father. This finding is neither in the direction which favours or disfavours hypothesis 2.

In Discussion 2 the NP son delivered a higher percentage of curiosity messages than did his P sibling (7.7% vs 5.0%). In Discussions 1, 3, and 4 the P son delivered a higher percentage of curiosity messages then did his NP sibling (0% vs 35.7%; 0 vs 10.0%; 4.2% vs 9.1%). To summarize, in three out of four discussions, the NP son delivered less curiosity speeches then his P sibling. This finding is in the direction which is unfavourable to hypothesis 2.

In Discussions 1, 3, and 4 the NP son delivered a higher percentage of acceptance speeches then did his P sibling (100% vs 39.3%; 68.0% vs 60.0%; 66.7.4% vs 45.4%). In Discussion 2, the P son delivered a higher percentage of acceptance speeches then did his P sibling (30.8% vs 40.0%).

In summary, in three out of four discussions the NP son delivered a higher percentage of acceptance speeches than his P sibling. This result is in the direction favourable to hypothesis 3.

Judgemental, devaluing, curiosity, and acceptance speeches in total.

Figure 10 illustrates the findings when the codes are totalled over the four discussions. The P son delivered a higher percentage of judgemental speeches as compared to his NP brother (4.2% vs 12.5%). The P son also delivered a higher percentage of devaluing speeches (19.8% vs 26.3%). These findings are in the direction favourable hypothesis 2.

The P son delivered a higher percentage of curiosity speeches as compared to his NP sibling (2.1% vs 17.5%). This finding is in a direction unfavourable to hypothesis 2. The NP son delivered a higher percentage of acceptance speeches as compared to his P brother (73.9% vs 43.7%). This finding is in a direction favourable to hypothesis 2.

Constraining and enabling speeches in each discussion.

Figure 11 provides a visual representation of constraining and enabling speeches delivered by NP and P sons to their father. The constraining category was derived at by combining the judgemental (cognitive constraining) and the devaluing speeches (affective constraining). The enabling category consists of a combination of curiosity

Figure 10. Black Family: Percentage of speech types in discussions combined.

Nonproblem Son = ■
Problem Son = □
Judgemental = Judg.
Devaluing = Dev.
Curiosity = Cur.
Acceptance = Acc.

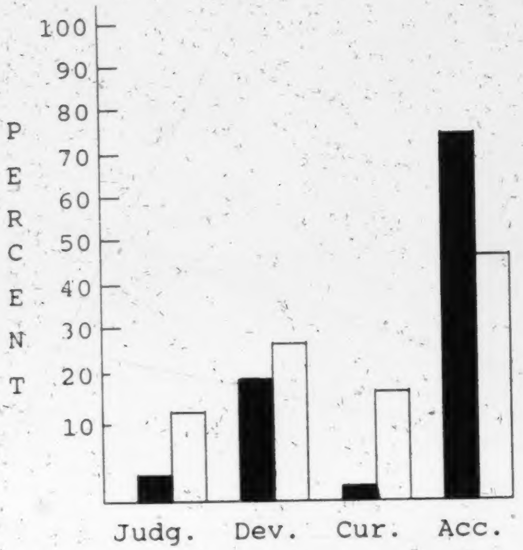
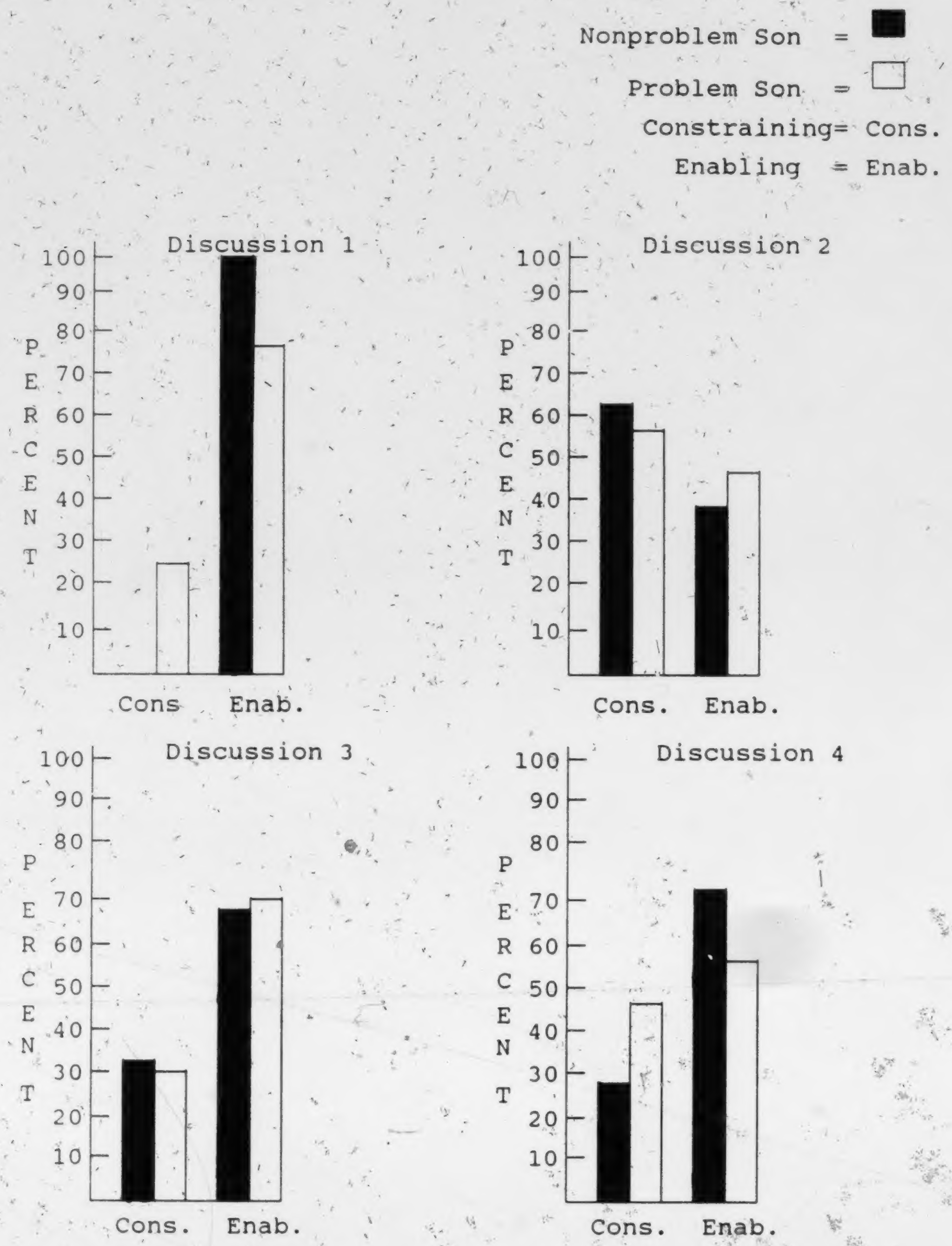


Figure 11. Black Family: Percentage of constraining and enabling speeches delivered in each discussion.



(cognitive enabling) and acceptance(affective enabling) speeches.

Figure 11 illustrates that in discussion 1 and 4 the P son delivered a higher percentage of constraining speeches than did his NP brother (0% vs 25.0%; 29.1% vs 45.5). In Discussion 2 and 3 the opposite is true with the NP son delivering a higher percent of constraining messages (61.5% vs 55.0; 32.0% vs 30.0%).

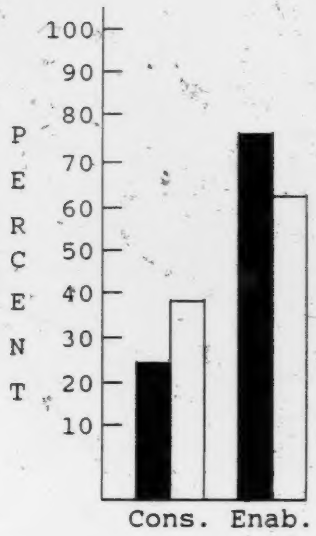
In Discussions 1 and 4, the NP son delivered a higher percentage of enabling speeches as compared to his P sibling (100.0% vs 75.0%; 70.0% vs 54.5%). In Discussions 2 and 3, the P son delivered a higher percentage of enabling speeches as compared to his NP brother (38.5% vs 45.0%; 68.0% vs 70.0%). These findings are neither in a direction favourable or unfavourable to hypothesis 3.

Constraining and enabling speeches in total.

Figure 12 visually depicts the percentages of constraining and enabling speeches delivered in total. The P son delivered a higher percentage of constraining speeches as compared to his NP brother (24.0% vs 38.8%), and the NP son delivered a higher percentage of enabling speeches then his P brother (76.0% vs 61.2%). These results are in the direction supportive to hypotheses 1 and 2.

Figure 12. Black Family: Percentage constraining and enabling speeches delivered in total.

Nonproblem Son = ■
Problem Son = □
Constraining = Cons.
Enabling = Enab.



Family 4: The Whites

Mr. White is a 44 year old man who lives with his wife and four children. He is a nonprofessional who runs his own business. Mr. White has a grade 12 education and reported his estimated family income to be $40 thousand. English is the primary language spoken in the White home. Mr. White participated in this study with his two sons who are 14 and 17. Mr. White reported that he considers his two sons to be very different and that the elder of the two boys exhibits behavior that he considers problematic. Mr. White explained that his P son has a poor attitude concerning school and also about many other things.

Identity Status

In the ideological domain of identity status, both the NP and P sons were classified as being in the moratorium stage of development. In the interpersonal domain of identity status, the NP son was classified as being in the moratorium stage whereas the P son was in the foreclosure stage. The foreclosure stage of identity is considered to represent a less advanced stage of development. This difference between NP and P sons is in the direction favourable to hypothesis 1.

Speeches Delivered by Sons

A total of 138 speeches were delivered by the NP son to his father. Of these speeches, 43 could not be labelled as one of the four applicable codes being used, and therefore were labelled as NC. A total of 95 speeches were therefore used to calculate the percentages of applicable codes.

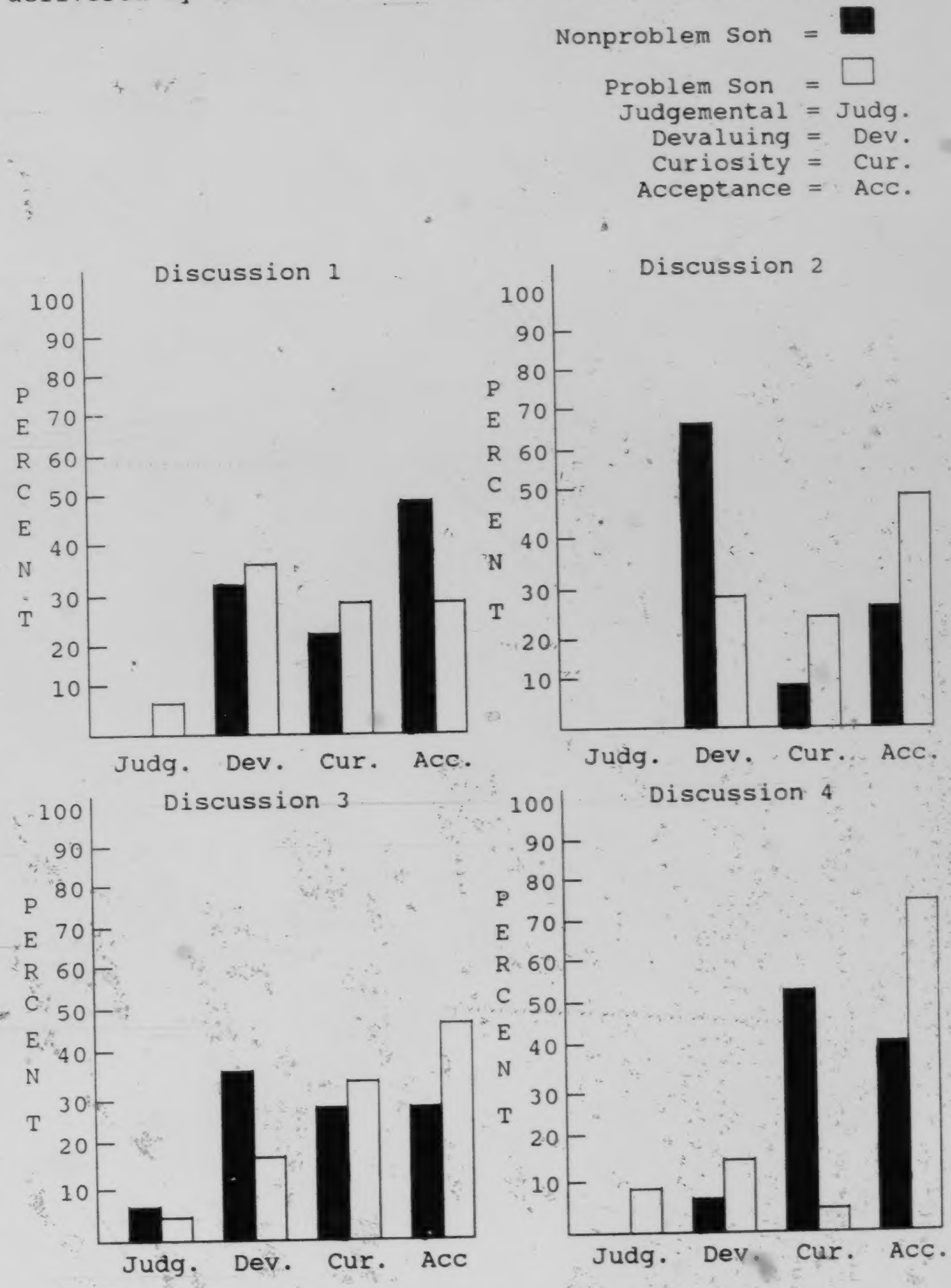
A total of 122 speeches were delivered by the P son to his father. Of these speeches, 41 were labelled as NC. Therefore, a total of 81 speeches were used to calculate percentages of applicable. The NP son delivered 16 more speeches to his father than did his P son.

Judgemental, devaluing, curiosity, and acceptance speeches used in each discussion.

Figure 13 displays graphs which represent the percentage of judgemental, devaluing, curiosity, and acceptance speeches delivered by the NP and P son in the White family. It illustrates the percentage of these codes for each separate discussion.

In Discussions 1 and 4, the P son delivered a higher percentage of judgemental messages than did his NP brother (0% vs 7.1%; 0% vs 8.7%). In Discussion 3, the NP son delivered a higher percentage of judgemental speeches then did the P son (5.9% vs 3.8%). Neither the P son or the NP son delivered any judgemental speeches in Discussion 2. To summarize, in discussions where judgemental speeches were delivered, two of three times the P son delivered a higher percentage of judgemental speeches. This finding is in the direction which is favourable to hypothesis 2.

Figure 13. White Family: Percentage of applicable codes delivered by sons to their fathers in each discussion.



In Discussions 1 and 4, the P son delivered a higher percentage of devaluing messages than did his NP sibling (31.6% vs 35.7%; 8.0% vs 13.0%). In Discussions 2 and 3 the NP son delivered a higher percentage of devaluing speeches then did the P son (65.2 vs 29.4%; 35.3% vs 15.4%). To summarize, in half of the discussions the P son delivered a higher percentage of devaluing than did his brother. This finding is neither in a direction favourable or unfavourable to hypothesis 2.

In Discussion 4, the NP son delivered a higher percentage of curiosity messages than did his P sibling (52.0% vs 4.3%). In Discussions 1, 2, and 3 the P son delivered a higher percentage of curiosity messages than did his NP brother (21.0% vs 28.6%; 8.7% vs 23.5%; 29.4% vs 34.6%). To summarize, in three out of four discussions, the P son delivered a higher percentage of curiosity speeches. This finding is in the direction which is unfavourable to hypothesis 2.

In Discussion 1, the NP son delivered a higher percentage of acceptance speeches than did his P sibling (47.4% vs 28.6%). In Discussions 2, 3, and 4 the P son delivered a higher percentage of curiosity speeches as compared to his NP brother (26.1% vs 47.1%; 29.4% vs 46.2%; 40.0% vs 74.0%). In summary, in one out of four discussions the NP son delivered a higher percentage of acceptance speeches. This finding is in the direction which is unfavourable to hypothesis 3.

Judgemental, devaluing, curiosity, and acceptance speeches in total.

Figure 14 illustrates the findings when the four applicable codes are totalled over the four discussions. The P son delivered a higher percentage of judgemental speeches as compared to his NP brother (1.0% vs 5.0%). This finding is in the direction favourable to hypothesis 2. The NP son delivered a higher percentage of devaluing speeches compared to his P brother (40.7% vs 21.3%). This finding is in the direction which is unfavourable to hypothesis 2.

The P son delivered a higher percentage of curiosity speeches as compared to his NP brother (17.7% vs 22.5%). This finding is in the direction unfavourable to hypothesis 3. The P son also delivered a higher percentage of acceptance speeches as compared to his NP brother (40.6% vs 51.2%). This finding is in the direction unfavourable to hypothesis 3.

Constraining and enabling speeches in each discussion

Figure 15 provides a visual representation of constraining and enabling speeches delivered by NP and P sons in the White family to their father. It illustrates that in Discussions 1 and 4, the P son delivered a higher percentage of constraining speeches than did his NP brother (0% vs 25%; 29.1% vs 45.5%). In Discussions 2 and 3, the NP son delivered a higher percentage of constraining speeches

Figure 14. White Family: Percentage of speech types in discussions combined.

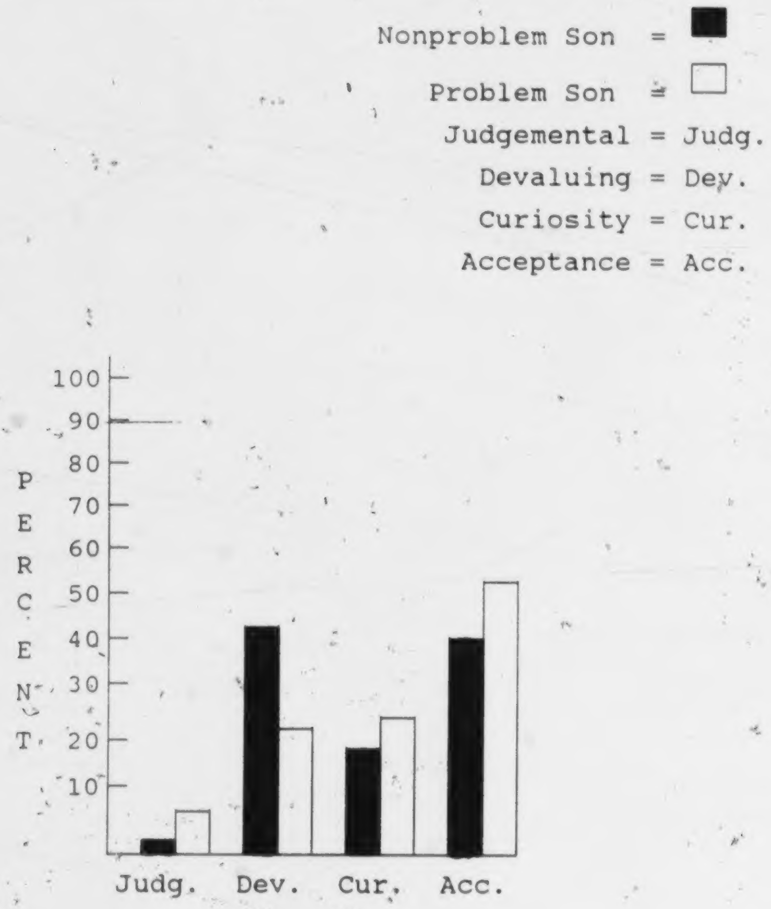
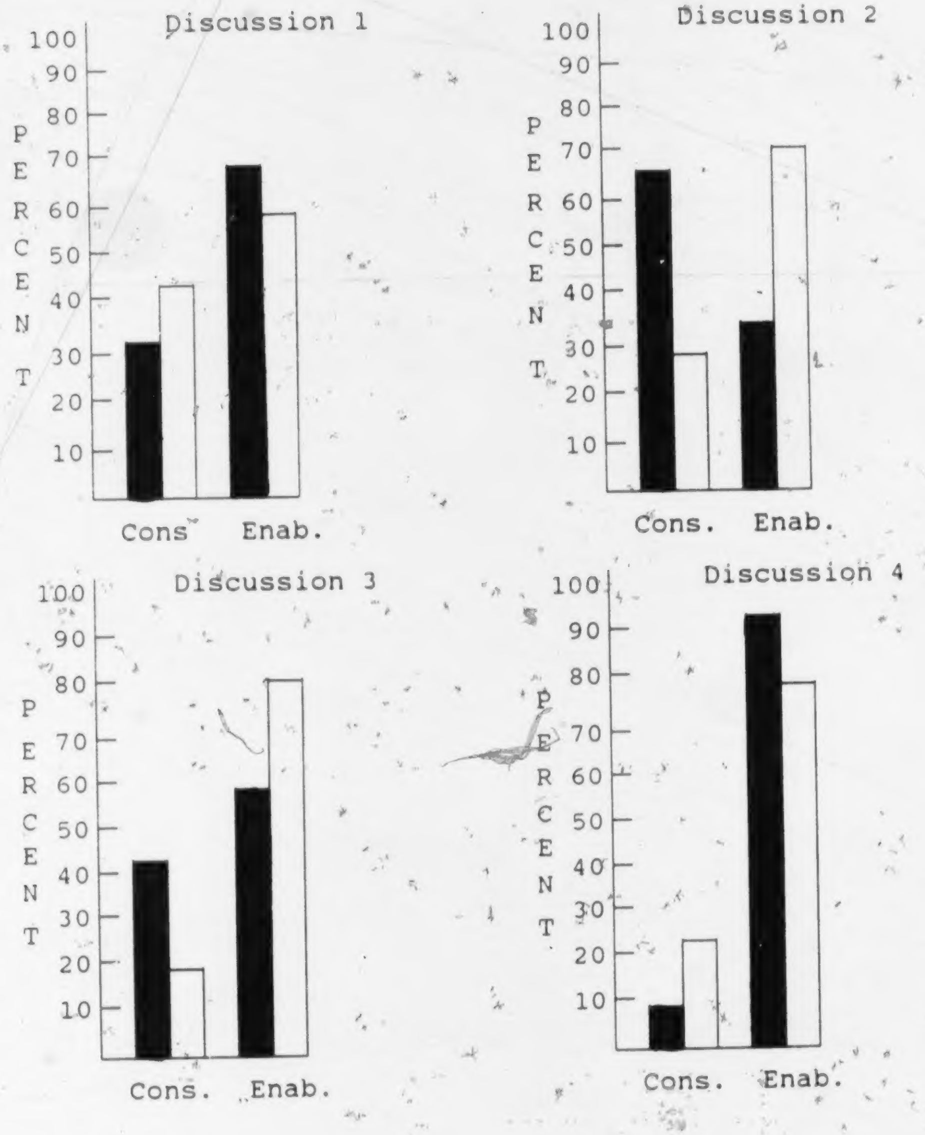


Figure 15. White Family: Percentage of constraining and enabling speeches delivered in each discussion.

Nonproblem Son = ■
Problem Son = ☐
Constraining = Cons.
Enabling = Enab.



compared to his P sibling (61.5% vs 55.0%; 32.0% vs 30.0%). In summary, in half of the discussions the P son delivered a higher percentage of constraining speeches compared to his P brother. This finding is neither favourable or unfavourable to hypothesis 2.

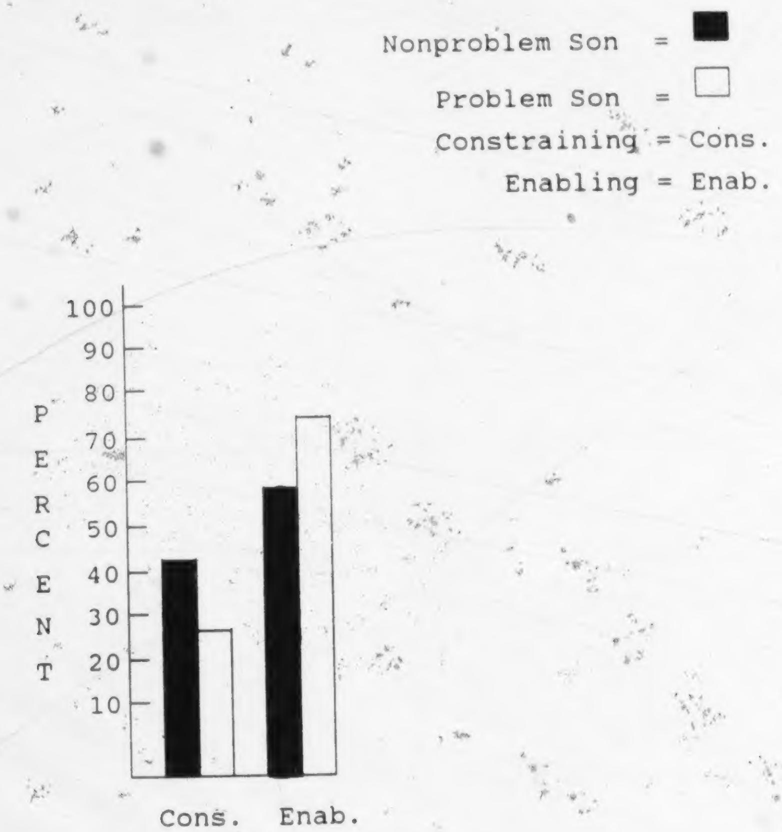
In Discussions 1 and 4, the NP son delivered a higher percentage of enabling speeches compared to his P brother (68.4% vs 57.2%; 92.0% vs 78.3%). In Discussions 2 and 3, the P brother delivered a higher percentage of enabling speeches as compared to his NP sibling (34.8% vs 70.6%; 58.8% vs 80.8%). To summarize, in half of the discussions the NP son delivered a higher percentage of enabling speeches. This finding is neither in the direction favourable or unfavourable to hypothesis 3.

Figure 16 visually depicts that in total, the NP son delivered a higher percentage of constraining speeches and a lower percentage of enabling speeches as compared to his P brother. These results are both in a direction unfavourable to hypotheses 2 and 3.

Constraining and enabling speeches in total.

Figure 16 visually depicts the percentages of constraining and enabling speeches delivered in total. The NP son delivered a higher percentage of constraining speeches as compared to his P brother (41.7% vs 26.3%). This finding is in the direction unfavourable to hypothesis 2.

Figure 16. White Family: Percentage constraining and enabling speeches delivered in total.



The P son delivered a higher percentage of enabling speeches as compared to his NP brother (58.3% vs 73.7%). This finding is in the direction unfavourable to hypothesis 3.

Summary of Scores of Families

The frequencies of the NP and P sons in each family were combined and transformed into percentages. Such transformations allow for a comparisons between groups of NP and P sons.

Identity Status

Since raw scores for identity development cannot be combined. Table 3 contains identity scores for each son. This allows for comparisons to be made within and between families.

Speeches delivered by sons

In all families, the NP son delivered a higher frequency of speeches to his father. When the frequencies for NP and P sons are combined, we can compare mean frequencies. The mean frequency for the NP sons was 144.5, and the mean for the P sons was 117.75. Although there were no hypotheses directed toward the number of speeches delivered, the researcher feels it is interesting to note that previous research has tested such factors (Bosma &

Table 3

Interpersonal and ideological identity statuses for NP and P sons

		Identity	
Family	Age	Ideological	Interpersonal
Smiths			
NP	12	diffused	moratorium
P	15	achieved	moratorium
Jones'			
NP	12	moratorium	moratorium
P	13	diffusion	moratorium
Blacks			
NP	12	moratorium	moratorium
P	13	moratorium	foreclosure
Whites			
NP	15	moratorium	moratorium
P	17	moratorium	foreclosure

Gerrits, 1985).

Judgemental, devaluing, curiosity, and acceptance speeches used in each discussion.

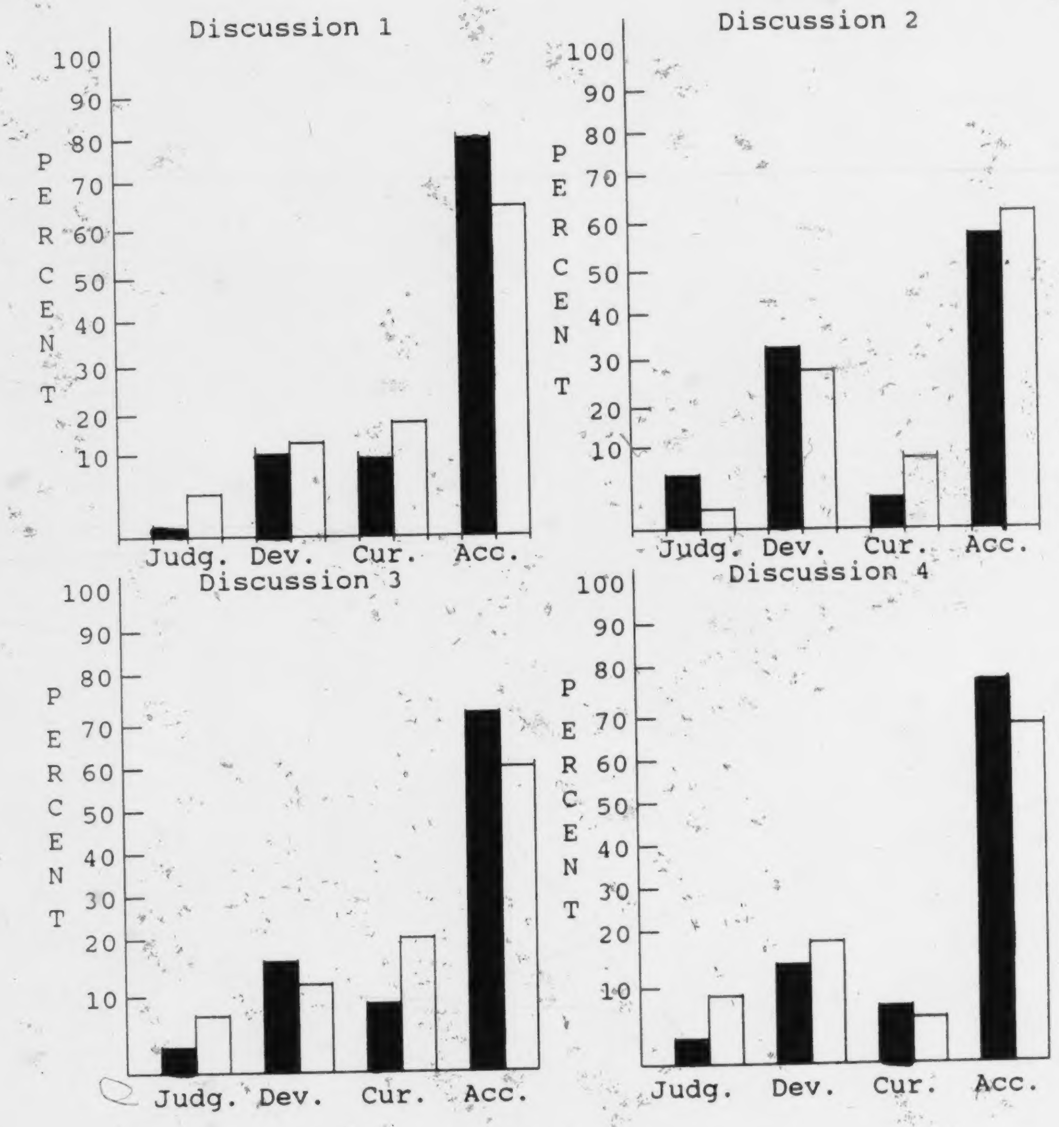
Figure 17 illustrates that when the results are combined for all families, the P group delivered a higher percentage of judgemental speeches than did the NP group in Discussions 1, 3, and 4 (.8% vs 5.1%; 2.3% vs 6.5%; 2.6% vs 9.0%). The NP group of sons delivered a higher percentage of judgemental speeches in Discussion 2 than the P group (2.3% vs 6.5%). In summary, in three out of four discussions, the P group delivered a higher percentage of judgemental or cognitively constraining speeches than the NP group. This finding is in a direction favourable to hypothesis 2.

In Discussions 1 and 4, the P group delivered a higher percentage of devaluing speeches than did the NP group (9.9% vs 12.6%; 14.5% vs 19.4%). The NP group delivered a higher percentage of devaluing speeches in Discussion 2 and 3 (31.9% vs 29.2%; 17.5% vs 13.1%). In summary, the findings are neither in the direction favourable or favourable to hypothesis 2.

Figure 17 illustrates that the NP son delivered a higher percentage of curiosity speeches than the P group in Discussion 4 (7.9% vs 4.5%). In Discussions 1, 2, and 3, the P son group delivered a higher percentage of curiosity speeches (9.1% vs 19%; 4.2% 8.3%; 8.1% vs 19.7%). In three

Figure 17. Families combined: Percentage of applicable codes delivered by sons to their fathers in each discussion.

Nonproblem Son = ■
Problem Son = □
Judgemental = Judg.
Devaluing = Dev.
Curiosity = Cur.
Acceptance = Acc.



out of the four discussions the NP son delivered a lower percentage of curiosity speeches as compared to the P group. This finding is in a direction unfavourable to hypothesis 3.

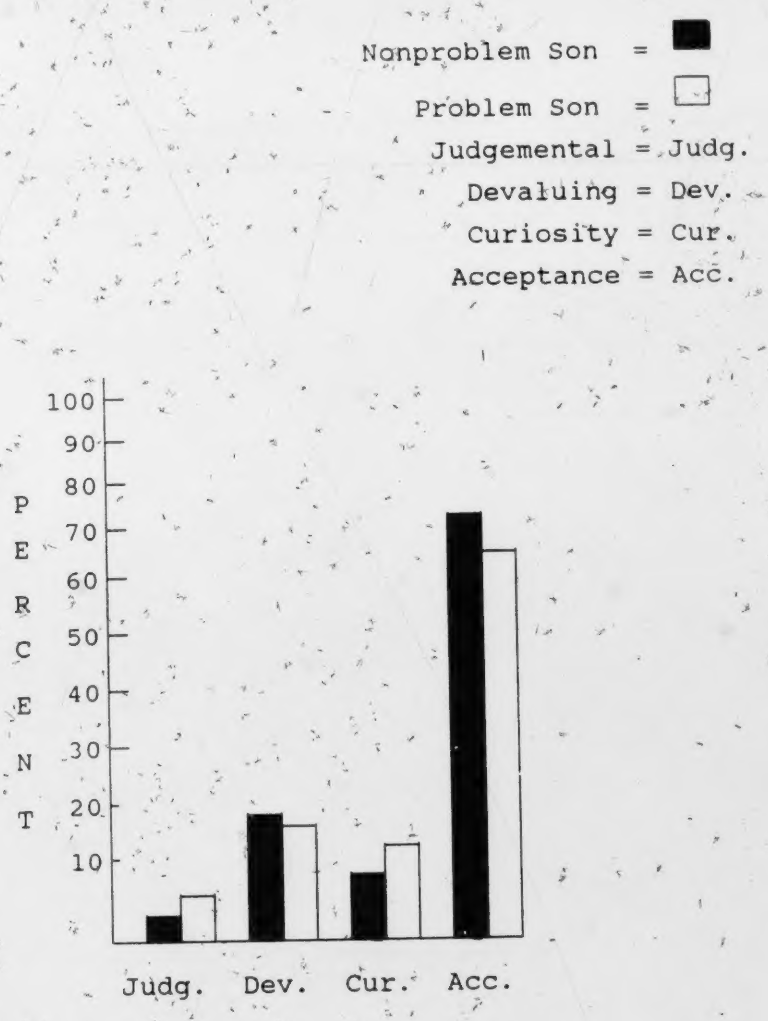
In Discussions 1, 3, and 4 the NP son group delivered a percentage of acceptance speeches as compared to the P group (80.2% vs 63.3%; 72.1% vs 60.7%; 75.0% vs 67.1%). In Discussion 2, the P son group delivered a higher percentage of these speeches compared to the NP group (58.3% vs 61.1%). In three out of the four discussions, the NP son delivered a higher percentage of acceptance speeches. This finding is in a direction favourable to hypothesis 3.

Judgemental, devaluing, curiosity, and acceptance speeches in total.

Figure 18 illustrates the findings when the codes are totalled over the four discussions and over the four families. The P son group delivered a higher percentage of judgemental and devaluing speeches in total, as compared to the NP son group (2.5% vs 5.4%; 17.2% vs 18.6%). This finding is in the direction favourable to hypothesis 2.

The P son delivered a higher percentage of curiosity speeches as compared to the NP son group (7.6% vs 12.9%). This finding is in the direction unfavourable to hypothesis 3. The NP son delivered a higher percentage of acceptance speeches than the P son group (72.7% vs 63.1%). This finding is in the direction favourable to hypothesis 3.

Figure 18. Families Combined: Percentage of speech types in discussions combined.



Constraining and enabling speeches in each discussion.

Figure 19 illustrates that the P son group delivered a higher percentage of constraining speeches as compared to the NP son group in Discussions 1 and 4 (10.7% vs 17.7%; 17.1% vs 28.4%). In Discussion 2 and 3, the NP son delivered a higher percentage of constraining speeches (37.5% vs 30.6%; 19.8% vs 19.6%). In summary, the findings were in a direction neither favourable or unfavourable to hypothesis 2.

Figure 19 illustrates that in Discussion 1 and 4, the NP son group delivered a higher percentage of acceptance speeches as compared to the P son group (89.3% vs 82.3%; 82.9% vs 71.6%). In Discussions 2 and 3, the P son delivered a higher percentage of acceptance speeches as compared to the NP son group (62.5% vs 69.4%; 80.2% vs 80.4%). In summary, the findings were neither favourable or unfavourable to hypothesis 3.

Constraining and enabling speeches in total.

Figure 20 illustrates that the P group delivered a higher percentage of constraining speeches overall than their NP group (19.7% vs 24.0%). This finding is in a direction supportive to hypothesis 2. The NP group delivered a higher percentage of enabling speeches as compared to the P group (80.3% vs 76.0%). This finding is also in the direction favourable to hypothesis 3.

Figure 19. Families combined: Percentage of constraining and enabling speeches delivered in each discussion.

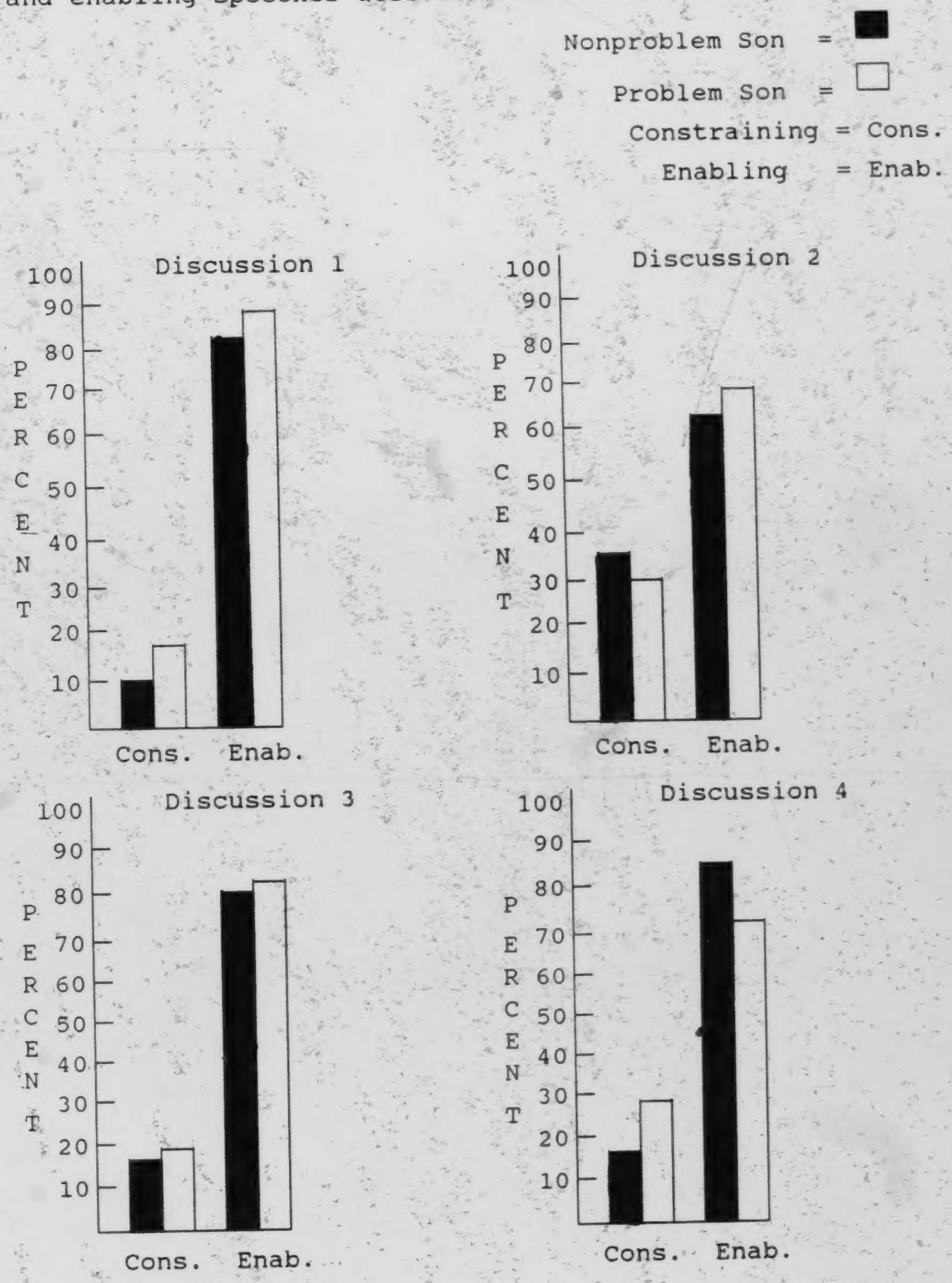
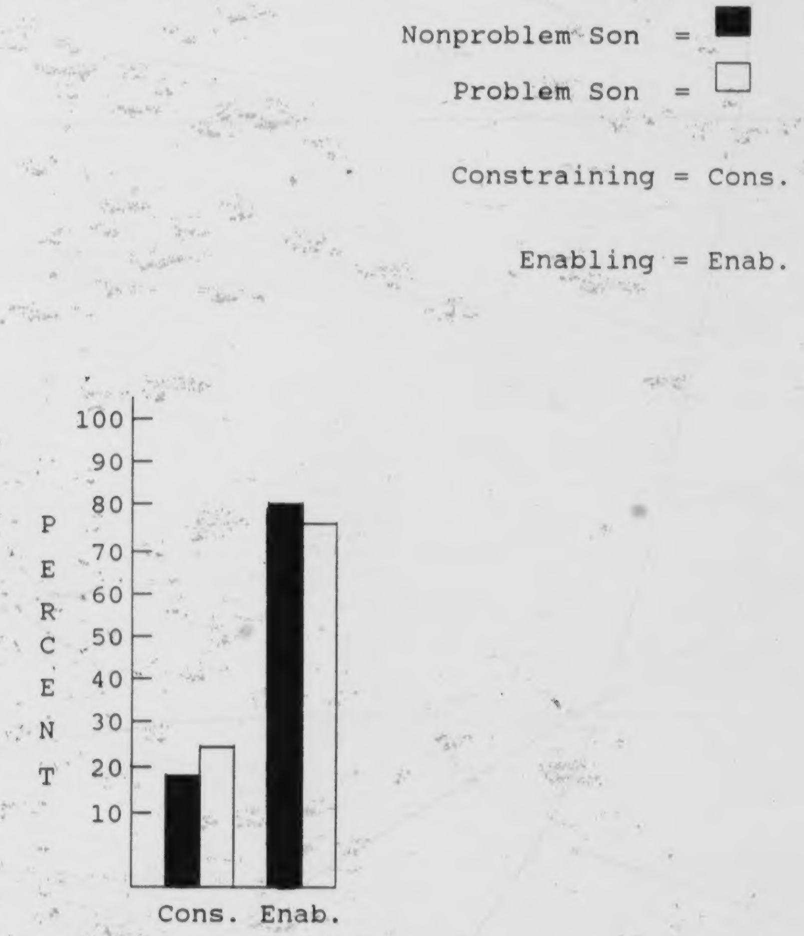


Figure 20. Families combined: Percentage constraining and enabling speeches delivered in total.



Summary

Due to the extensive amount of descriptive data presented for each family and families combined, a summary chart is needed to make discussions easier. Table 4 illustrates the percentages of data favourable, unfavourable,and neutral to hypothesis 2 and 3. The author previously examined fifteen separate points for each hypothesis. These points have already been discussed descriptively in this chapter. The author calculated which of theses findings were in the direction favourable, unfavourable, and neutral to the hypotheses, and then calculated the percent . This may appear to be a simplistic, however such a summary is desirable to allow for a clear discussion in the following chapter.

Comments Given by Sons Concerning Communication.

Table 5 summarizes the answers given by both the NP and P sons on the Son Information Sheet (Appendix IV). Since this data was not collected to test a specific research hypothesis, lengthy comparisons of NP and P son will be avoided. The author has included interesting comments which were written by the sons. Although the questions were devised to gain further information concerning communication, identity-related issues were also commented on by most sons. Some of these issues were as follows: having more friends in junior-high does not allow

Table 4

Percentage of data favourable, unfavourable, and neutral to hypotheses 2 and 3.

	Families				
	1	2	3	4	
Evidence	Smiths	Jones'	Blacks	Whites	Combined
Hypothesis 2					
Favourable	66.6%	40.0%	66.7%	46.7%	73.3%
Unfavourable	26.7%	0.0%	33.3%	46.7%	26.7%
Neutral	6.7%	60.0%	0.0%	6.6%	0.0%
Hypothesis 3					
Favourable	80.0%	60.0%	53.3%	26.7%	53.3%
Unfavourable	20.0%	13.3%	46.7%	73.3%	46.7%
Neutral	0.0%	26.7%	0.0%	0.0%	0.0%

Table 5

Summary of answers given on the son information sheet

	Families			
	1	2	3	4
Sons	Smiths	Jones'	Blacks	Whites
Question 1: Do you feel your father communicates differently to you than he does to your brother?				
NP son	no	yes	no	no
P son	yes	yes	no	no
Question 2: Do you feel you communicate differently to your father than your brother communicates to your father?				
NP son	yes	no	not sure	no
P son	yes	yes	yes	yes
Question 3: Do you feel your communication style with your father has changed over the years?				
NP son	yes	yes	yes	yes
P son	yes	yes	yes	yes

for as much time to be spent with your father; friendships are important; the father must speak more with child who is having serious problems; hugging and play time decreases with dad as you get older; a drivers licence allows for more freedom to do what you want; a fathers communication changes as you get older from one of instruction to allowing opinion from both sides.

Additional Research Focus

Numerous graphs, tables, and verbal descriptions could be provided from the interactional data collected. This information calculated through the lag 1 sequential analysis is too lengthy to report in full. Since it is not the main focus of this thesis, the author has decided to present a limited amount of the results. With the goal of activating further research in this area, results concerning both the son and father will be included.

The following will be presented to give an interactional, rather than a static view of father-son communication:

1. Data concerning son's responses to messages given by the fathers.

2. Data concerning father's responses to messages given by the sons.

3. Visual representations which summarize data for the

four separate families (Figure 21, 22, 23, & 24).

4. A list of future research questions which grew from the analysis of the data and which the author feels deserve further attention.

The following three groups of speech types allows for a shorter, yet informative discussion of the results:

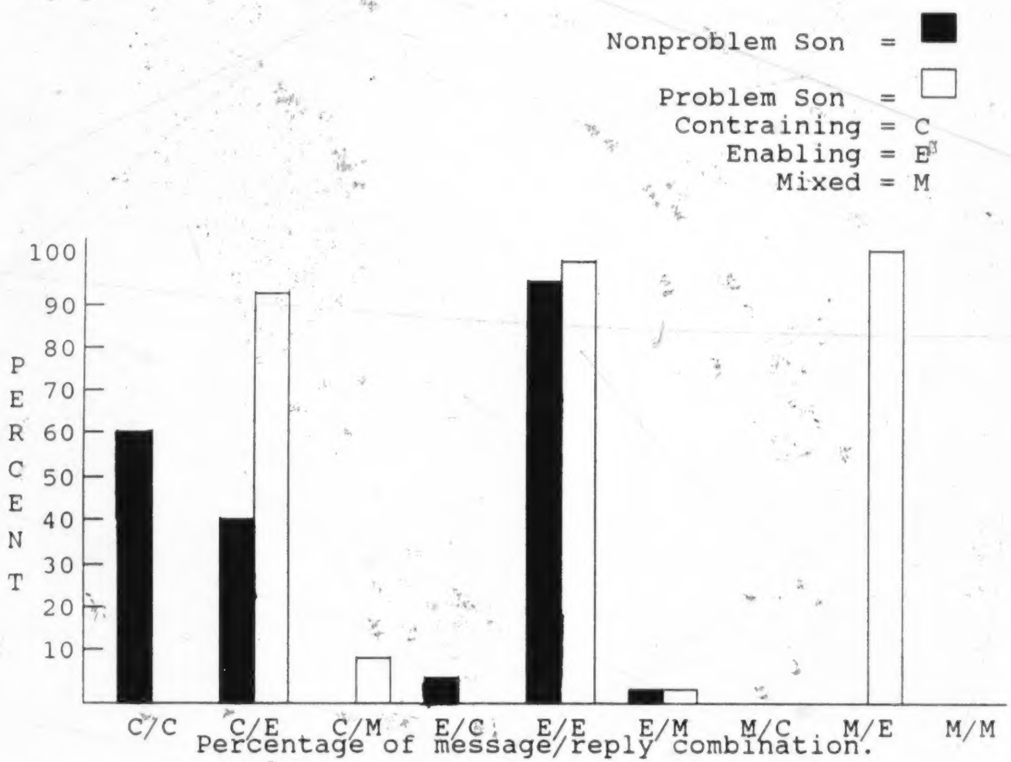
Enabling Messages: Include curiosity speeches, acceptance speeches, and a combination of acceptance and curiosity speeches.

Constraining Messages: Include judgemental speeches, devaluing speeches, and a combination of judgemental and devaluing speeches.

Mixed Messages: Include a constraining and enabling message being delivered within the same speech. The four such combinations used by the participants were: acceptance and devaluing, curiosity and devaluing, curiosity and judgemental, acceptance and judgemental.

Summary information will be presented in point form for all interactional data. The research questions of possible interest for future investigation will also be presented in point form.

Figure 21. Smith Family: Son's messages followed by father's reply.



Smith Family: Father's messages followed by son's reply.

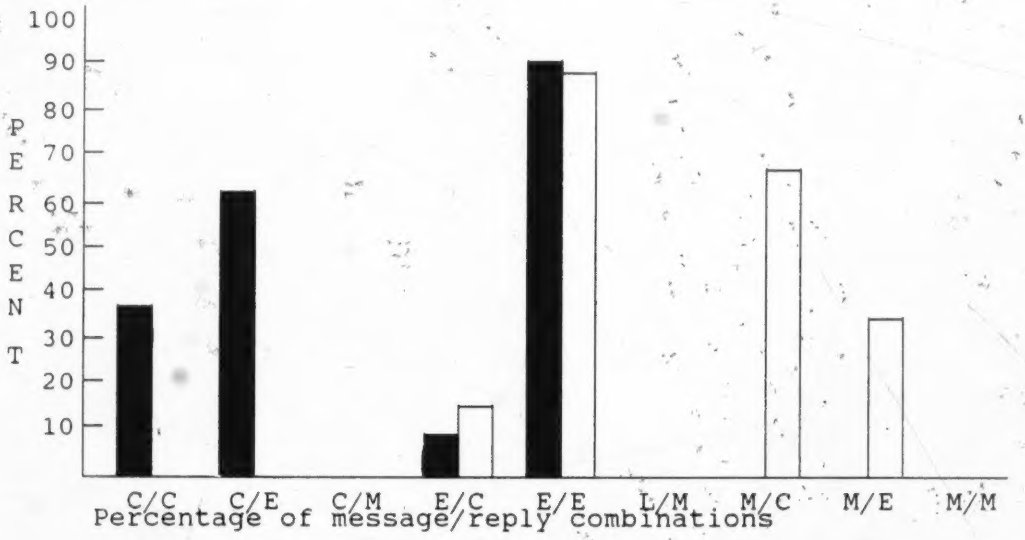
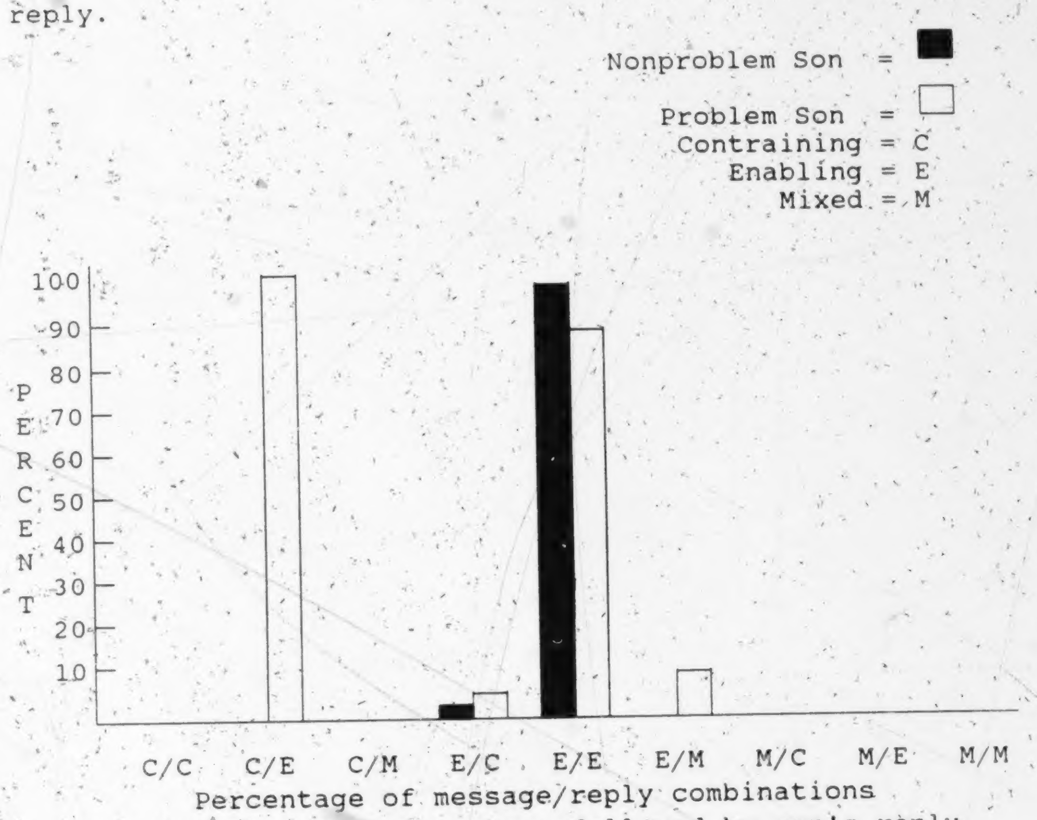


Figure 22. Jones Family: Son's messages followed by father's reply.



Jones Family: Father's messages followed by son's reply

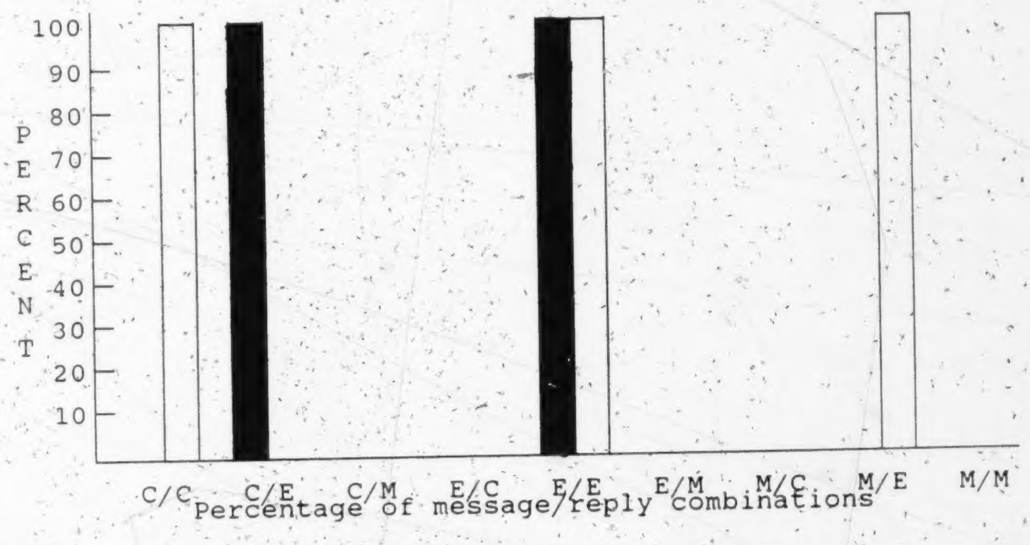
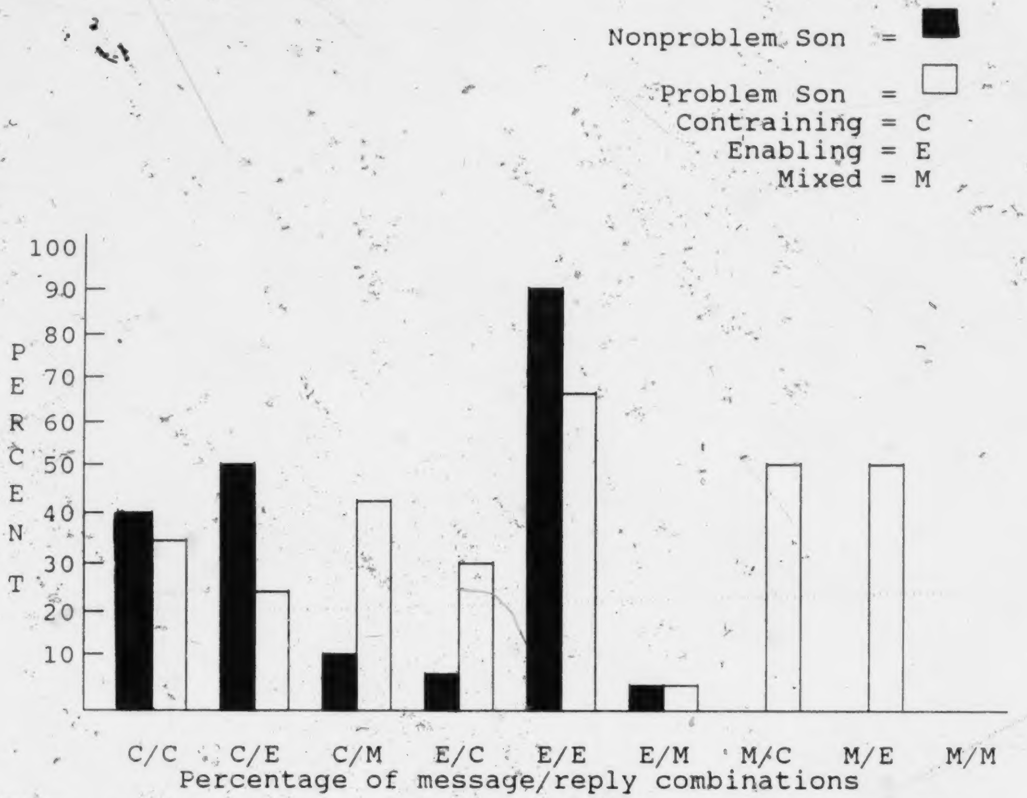


Figure 23. Black Family: Son's messages followed by father's reply.



Black Family: Father's messages followed by son's reply

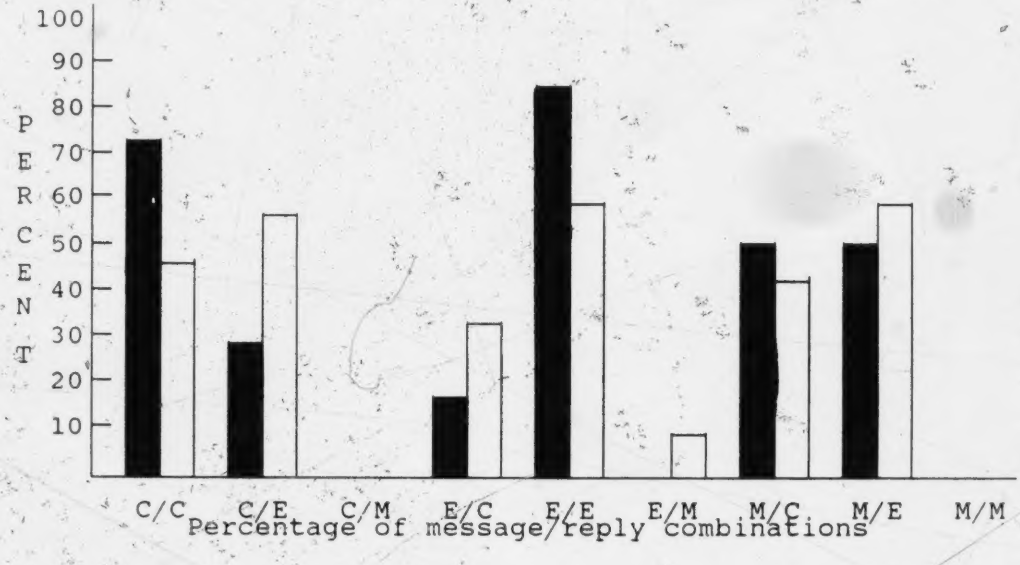
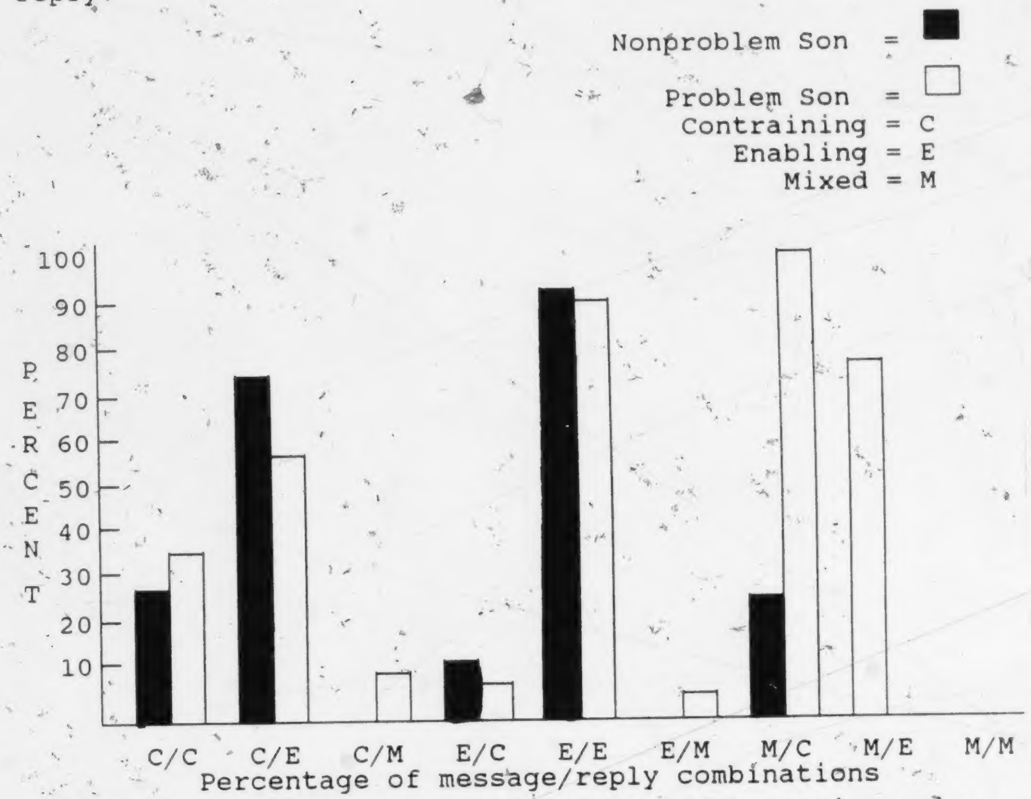
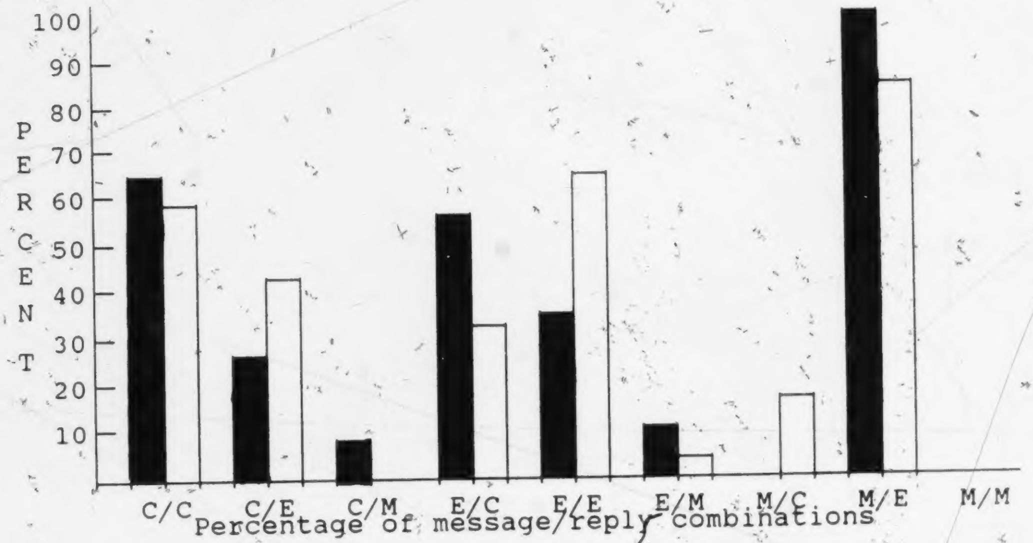


Figure 24. White Family: Son's messages followed by father's reply.



White Family: Father's messages followed by son's reply



Son's Messages Followed by the Father's Reply

What were the father's replies to constraining messages?

The following paragraph includes a discussion of the patterns of responses which followed constraining messages delivered by the sons. In three out of the four families, a constraining message which was delivered from either son was followed by a constraining reply from the fathers. In two of these three families, the father replied a higher percentage of time in this manner to the NP son. It was found that when the sons delivered a constraining message to the fathers, the fathers were equally likely to respond with an enabling response to both NP and P sons. In three out of four families where constraining messages by the sons were followed by a mixed reply from the father, the father did so a higher percentage of time with the P sons.

What were the father's replies to enabling messages?

The following paragraph includes a discussion of the patterns of responses which followed enabling messages delivered by the sons. When the sons delivered an enabling message, the fathers were equally likely to respond with a constraining response to both NP and P sons. In three out of four families where an enabling message by the sons was followed by an enabling response from the fathers, this pattern occurred a higher percentage of times with the NP sons. In two out of the three families where an enabling message by the sons was followed by a mixed message from the fathers, this pattern occurred an equal percent of times for one family and with a higher percentage for the two remaining.

What were the father's replies to mixed messages?

The following paragraph includes a discussion of the patterns of responses which followed mixed messages delivered by the sons. In the two families where a mixed messages were given by the sons, the fathers responded with a higher percentage of constraining replies to the P sons. In two of the three families where a mixed message by the sons were followed by an enabling message from the fathers, the fathers did so with a higher percentage of times with the P sons. There were no occurrences of mixed messages being delivered by the sons with a mixed response from the fathers.

Father's Messages Followed by Son's Reply

What were the son's replies to constraining messages?

The following paragraph includes a discussion of the patterns of responses which followed constraining messages delivered by the fathers. When the fathers delivered a constraining message, the NP sons responded with a higher percentage of constraining speeches than the P brothers, in three out of four families. When the fathers delivered a constraining message, the NP and P sons were equally likely to respond with an enabling response. In only one family, the White family, did either son respond to his father's constraining messages with a mixed response. It was the NP son who responded in this way.

What were the son's replies to enabling messages?

The following paragraph includes a discussion of the patterns of responses which followed enabling messages delivered by the fathers. In two of the three families where the sons responded to a father's enabling message with a constraining reply, the P sons delivered a higher percentage of the constraining messages than did their NP brothers. Neither son in the Jones Family responded in this way. When the fathers delivered an enabling message, the NP sons responded with a higher percentage of enabling responses than did their P brothers, in two out of four families. In the Jones Family, the NP and P sons were equal in this respect. In the two families where an enabling message delivered by fathers was responded to with a mixed message by the sons, the P son delivered a higher percentage of mixed responses on both occasions.

What were the son's replies to mixed messages?

The following paragraph includes a discussion of the patterns of responses which followed mixed messages delivered by the fathers. In two of the three families where a mixed message from the fathers were followed by a constraining message from the sons, the P son delivered a higher percentage of these responses as compared to their brother. In three out of four families where the sons responded to a mixed message from the father with an enabling reply, the P sons did so with a higher percentage. There were no occurrences of mixed messages being delivered by the father with a mixed response from the son.

Points of Interest for Further Investigation

The author feels that from the interactional data examined, there are resulting questions which may be of interest to other investigators. They are as follows:

1. Are the NP sons more likely to mirror a negative message given from their fathers? When they do, is this type of response viewed as being 'smart witted' or is it viewed as being said in a joking manner as compared to how the father would view the same message given by a P son.
2. Are the P sons less likely to respond in the above manner because their replies would be viewed more negatively by their father?
3. Why were P sons in this study more likely to respond to a fathers enabling message with a constraining reply?
4. Are P sons more likely to reply with a mixed response to an enabling message from their fathers?
5. Are NP sons more likely to deliver a mixed response to a fathers negative message?

6. When a P son delivers a negative message to the fathers, do the fathers prefer to reply with a mixed message ?

7. Are fathers more likely to respond to a NP sons enabling message with an enabling reply, and more likely to respond to a P son's enabling response with a mixed message?

6. Is it rare for mixed messages to be followed by mixed responses?

7. When a mixed message is delivered, does the enabling or the constraining component have more of an influence on the receiving party?

8. Are the mixed messages confusing to the parties involved?

Summary

This chapter has included the results of the research in the form of repilicated case study. The descriptive data presented was extensive and therefore was reduced into summary tables. In the next chapter, the researcher will discuss the findings more generally.

CHAPTER 5

Discussion, Recommendations, and Implications

Discussion of Results

The data presented in chapter 4 will be discussed as it applies to each of the three hypotheses. Each hypothesis will be stated once again before the discussions begin. It is important to realize that the strengths of these results are in the pictures they provide of four unique families. The findings are not generalizable to all P and NP sons in society.

Hypothesis 1

The identified 'problem-son' group will obtain significantly lower identity scores than the 'nonproblem' group.

The wording of hypothesis 1 was chosen when the author was searching for a larger sample size. With a total of four pairs of sons in the present study, significant differences cannot be determined. The results on The Extended Objective Measure of Ego Identity Status will therefore be discussed in a descriptive fashion.

Table 3 (p.66) illustrates that in three of the eight identity scores (four ideological + four interpersonal); the P sons were at a lower level of identity development than their NP brothers. The opposite was true in only one case. In the Smith Family, the P son obtained a more advanced identity status in the ideological domain. The author feels that this finding is important since the description of his problematic behavior was less severe than the other three P sons in the study. Mr. Smith reported that his son had been seeing a school counsellor concerning personal problems.

Four out of eight identity status scores obtained by the NP and P sons were of equal status. This finding is interesting since equal statuses were obtained despite the fact that the P sons were older in each family. Theoretically, the older individuals should be at a higher level of identity development (Adams & Gullata, 1989).

In summary, on seven out of eight scores, the P son obtained equivalent or less advanced identity status' than their NP brothers. There did not appear to be noticeable patterns of differences between ideological and interpersonal domains. The author feels that it is important to entertain the following points when considering the identity data collected. It may be possible that the findings in this study have more to do with age-related factors than identified "problem" and "nonproblem" behavior. Also, it could be possible that during early adolescents individuals score at higher levels of identity development, yet regress when they begin to experience greater numbers of identity-related issues. We know that this development is theoretically possible and common during adolescence (Adams & Gullatta, 1989). Elkind (1984, 1988) discusses stressful life events, such as a change in family configuration which may trigger an individual to question their values and beliefs. When this happens a regression of identity development often occurs.

Hypothesis 2

> Problem sons will deliver more constraining verbal messages to their father in comparison to their siblings.

Out of the four families examined, the overall evidence from two was in the direction favourable to the above hypothesis (refer to Table 4). When the data was combined for all families, over 50% of the data was in the direction favourable to hypothesis 2. When the researcher simply examined overall constraining speeches delivered by the sons, all the evidence for the families, except for the Whites, was favourable to hypothesis 2. When we examine the families data combined, the P son group did deliver a higher percentage of constraining speeches in total. Therefore, when we look at total constraining speeches delivered, the evidence collected is more favourable to hypothesis 2.

This implies that those adolescents who exhibit behaviors that others perceive as problems, may be more likely to use constraining messages in their conversations with others. The researcher views these types of messages as being negative and rejecting of the other participant. These implications are important for counselling and education.

Hypothesis 3

> Nonproblem will deliver more enabling verbal messages to their fathers their fathers in comparison to their siblings.

Out of the four families examined, overall evidence from three of them was favourable to hypothesis 3 (refer to Table 4). The evidence from the Whites was 73.3% unfavourable to hypothesis 3. When the data was combined for all families, the evidence was favourable to hypothesis 3. When the researcher simply examined overall enabling speeches delivered by each son, the P son did deliver a higher percentage of these speeches in three of the four families. Once again, the evidence collected from the White family was unfavourable to hypothesis 3. Also, the NP son group delivered a higher percentage of enabling speeches as compared to the P son group. Therefore, when we look at overall enabling speeches, there is more evidence which is favourable than unfavourable to hypothesis 3.

This implies that adolescents who do not exhibit problem behaviors, may deliver more enabling messages to the persons they speak with. The researcher views these types of messages as being positive and accepting of the other participant in the conversation. The implications of these findings are powerful for both counselling and educational purposes.

Summary

There were no predictions made about the number of speeches delivered in total by each son, however an interesting pattern was detected. In each family, the NP son delivered a greater number of speeches compared to his P sibling. It is the view of the researcher that these findings may be worthy of future research. Similar research (Bosma & Gerrits, 1985) examined the quantity of dialogue and found that adolescents in the achieved identity status engage in more dialogue as compared to identity-diffused youths.

The findings of this study have illustrated the following relationships:

1. Adolescent males behavior and identity status are related.

2. Adolescent males behavior and communication patterns are related.

A hypothesis specifically linking identity development and communication patterns was not articulated; however, its theoretical relationship has been discussed throughout. The researcher does not feel that there are enough individuals in the specific identity statuses to specifically examine at this point. Further research is needed in this area.

Each family showed their uniqueness throughout the data collection procedures. The coders did not expect to be faced with some of the difficulties that occurred in coding speeches. The coders agreed that two families, the Blacks and the Whites, were very difficult to code. They communicated in ways which were unclear to the coders, and were perceived by the coders as often using sarcasm and wit in their discussions. The difficulties faced by the coders were reflected in the interrater reliabilities calculated for the families. They were lower than the other two families, with the percentage agreement ranging from .81 to .88. The percentage agreement for the Smiths and Jones', ranged from .91 to .95 (refer to Table 1).

It is also important to note that although the patterns of each son differed in each family, each son delivered more enabling speeches in total than constraining speeches. Although the constraining speeches were fewer in number for each son, this researcher believes that they are very powerful in conversations and may take away from the other positive messages being sent. By studying these messages within the context of the family, It would seem that this study has added to an important area of literature concerning family therapy. Although this researchers experience in family counselling is certainly limited at this point, by doing this research a powerful tool for observation has been gained. Hauser's coding system helped me develop a better understanding of specific speech patterns and the identity process.

The research which has been reviewed concerning change-resistant families is valuable to every professional working with adolescents. During adolescence there are so many changes occurring which are bound to be stressful for both parents and adolescents. They may include; physical, attitudinal, and behavioral changes. As a counsellor, the researcher believes that it is these change-resistant families that will most often be in need of counselling skills. The family's way of handling the identity-related issues will have an affect on present and future identity development.

Although it is not always possible to work with the entire family, it is the reseachers belief that adolescent identity development must be viewed as a familial issue. "What one family member does or says follows from or leads to an action of another" (Littlejohn, 1883, p. 6).

Limitations

The study presented in this thesis is limited by factors in five areas. These areas are presented below.

Sample Limitations

The participants in this study possess characteristics which are considered to be limitations. All of the participants were volunteers located through announcements on the radio. It is possible that individuals who listen to the "That's Living" radio show have unique characteristics. Perhaps the individuals who phoned the researchers and agreed to participate are considerably different than those individuals who did not agree to participate, or those who would not make the initial contact. Due to the limitations of the sample, the generalizability of this study's findings are seriously limited and perhaps nonexistent. The value of the study lies in the descriptive nature of four families.

Scoring and Calculations

This study is limited by the methods used for scoring the identity measures and tabulating frequencies and percentages. All calculations were performed manually and may therefore have been more susceptible to human error.

Nonverbal Communication

Since the communication focus in this study was verbal communication, a great deal of valuable data was disregarded. The researcher purposefully limited the study to verbal communication, however realizes the importance of nonverbal communication such as eye contact, silence, and physical touch.

Coding

The study was limited by a decision to only use a portion of the Constraining and Enabling Coding System (CECS). Many speeches were therefore coded as no codes (NC), and valuable information was lost. Limited codes were used due to financial and time constraints.

Interpretations

Findings of this study do not intend to imply causal relationships between problem/delinquent behavior, identity development, and communication. It is purely correlational in nature which makes causal interpretations impossible.

Recommendations

This research project was an attempt to better understand the possible relationship between identity development, problem/delinquent behavior, and communication.

A choice was made to include an identity measure and an interactional portion of data collection. This type of research is both valuable and important, however it can have difficulties inherent in its design. The researcher will discuss the difficulties faced throughout this research project, and provide suggestions which will hopefully be of assistance to future researchers interested in similar data gathering procedures.

First, locating participants for the project was very difficult. Various attempts were made to locate the father-son dyads, and after an extensive search only four families agreed to participate. The author feels that the desired cooperation from the Edmonton Young Offenders Centre would have allowed for a more homogenous sample of a larger size.

Second, the video equipment used to record the father-son interactions in this study was less than ideal. More advanced equipment is needed to provide quality tapes. This is very important for coding procedures. Researchers interested in identifying nonverbal messages, such as eye contact, would need to be especially aware of this point.

Third, is the time commitment which is required from coders in an interaction study. Funding would allow researchers to hire and train coders who are blind to the research hypothesis. Funding would also allow for tapes to be transcribed. To summarize, the difficulties inherent in interactional research can be alleviated by implementing the following steps:

1. gaining cooperation from an organization which is willing to have you access their population.
2. use video equipment which will provide high quality tapes.
3. attempt to gain funding which will allow for coders to be hired and tapes to be transcribed.

Implications For Practitioners

Communication and social interactions are an extremely important part of daily living. Identity development is an important issue throughout the life span, and is especially important during the adolescent years.

This research project can hopefully assist teachers, counsellors, parents, and other professionals become more familiar with issues related to identity development from early to late adolescence. The goal of this project is to add to the understanding of possible preventative and therapeutic techniques focusing on identity development, healthy communication, and healthy family functioning. ie. self-monitoring and communication courses; awareness to possible signs of delinquency or predelinquent behavior; identity development curricula.

It is the researchers opinion that adults who have a professional relationship with adolescents, should be familiar with identity-related issues, both within the family, and to society in general. It may be necessary to educate parents and adolescents on the possible familial implications of identity development. Parents and their children who are struggling with personal identity concerns may benefit from suggestions on effective communication patterns or by simply understanding that such concerns during adolescence is considered "normal" and healthy.

The author believes that teachers and practitioners must view identity development as a familial issue. Humans do not develop in isolation. Each member of a family influences the other members in some way. It is important to recall that the literature suggests that parents do have an influence on identity development, but also that youths who are exhibiting identity related issues, have an influence on their parents.

It would seem that there is a need to better understand why some adolescents exhibit problematic behavior, and eventually become juvenile delinquents. The research presented in this thesis takes us one step closer towards a better understanding of this process. It is also these adolescents who are often participants in individual or family therapy.

The main strength of this research project lies in the heightened understanding of four very unique fathers and their sons. Although no definite patterns were discovered, the process of examining the extensive data collected was important from both a theoretical and practical point of view.

Suggestions for Future Research

The research presented in this thesis focused on specific aspects of identity development and communication. Many areas related to identity development and communication are worthy of further attention.

Longitudinal studies would be valuable because they would allow researchers to gain a better understanding of identity development and whether gradual or sudden changes occur in communication. It would be interesting to begin such a longitudinal study in early adolescence, and continue until early adulthood. It would also be interesting to see some longitudinal studies done with identical twins who have been raised within the same environment. Such a study allows the researcher to control for external variables which often complicate research.

Subsequent research should include the participation of individuals from various ethnic, socioeconomic, and educational backgrounds. It may be interesting to investigate differences between communication patterns and identity status with these individuals.

There is a need to study identity development and communication patterns of female adolescents who have been exhibiting problem/delinquent behavior. The researcher believes that there is a lack or literature concerning female adolescents who have been identified as problem/delinquent, and that a study of their identity paths would be very useful.

Subsequent research should involve all existing parent-child dyads: father-son, father-daughter, mother-son, mother-daughter. This researcher strongly agrees with the systems researchers who believe that there is a need to investigate a reciprocal rather than a static view of communication. This theoretical shift, away from the cross-sectional snapshots of social relationships, has in fact been taking place throughout the literature. It has been accompanied by a shift in the types of data collected and the types of techniques used to analyze the interaction sequences (Allison & Liker, 1982; Friedlander & Heatherington, 1989; Gottman, 1980; Gottman, Markman, and Notarius, 1977; Litchtenberg & Heider Barke, 1981).

The possible relationship between nonverbal communication patterns and identity development is worthy of future study. The researcher feels that nonverbal messages are of equal importance to verbal messages. In fact it is possible that they are more influential than verbal messages. The researcher regrets having to narrow her focus by choosing to investigate verbal messages only. So much valuable information has been ignored because of this choice. The coders were trained to focus solely on the content of the verbal message. As was mentioned before, this task was especially difficult with the Blacks and the Whites. Both coders agreed that coding for these two fathers and their sons was exhausting. Much more thought was given to each message that was coded and extra efforts were made trying to ignore the nonverbal messages. The researcher cannot help but question if the messages given in the family are confusing to other members, or if it was so confusing to us because we were "outsiders". The experience of listening to the different patterns of communication made this researcher realize how important it is in a counselling situation to initially observe the interactions of all family members, and to refrain from being as active for the first little while during a session. This time allows for the counsellor to gain an appreciation for the communication patterns of the family and allows him or her to enter the family system with an understanding of some of the rules involved.

An investigation of the use of mixed speeches may prove informative. The researcher questions if either part of the message, the constraining or enabling portion, has a greater impact than the other. Also, if such messages promote confusion in the person receiving the message.

Conclusions

The purpose of this study was to examine the relationship between identity status, behaviors exhibited by sons, and communication patterns. The findings were in the direction supportive to the three hypotheses. They suggest that adolescents who are viewed by their fathers as exhibiting problematic behavior, are more likely to be at a lower levels of identity development, and to deliver more constraining messages in conversations with their fathers.

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Appendix I

EOMEIS-1

Read each item and indicate to what degree it reflects your own thoughts and feelings. If a statement has more than one part, please indicate your reaction to the statement as a whole. Indicate your answer on the answer sheet by choosing one of the following responses.

1. I haven't chosen the occupation I really want to get into, and I'm just working at whatever is available until something better comes along. ____

2. When it comes to religion I just haven't found anything that appeals and I don't really feel the need to look. ____

3. My ideals about men's and woman's roles are quite similar to those of my parents. What's good enough for them is good enough for me. ____

4. There's no single "life style" which appeals to me more than the another. ____

5. Some of my friends are very different from each other. I'm trying to figure out exactly where I fit in. ____

6. I seem only to get involved in recreational activities when others ask me to join them. ____

7. I haven't thought much about what to look for in a date. We just go out to have a good time. ____

8. Politics is something that I can never be too sure about because things change so fast. But I do think it's important to know what I can politically stand for and believe in. ____

9. I'm still trying to decide how capable I am as a person and what jobs will be right for me. ____

10. I don't give religion much thought and it doesn't bother me one way or the other. ____

11. I have lots of different ideas of how my marriage might work in the future and I'm trying to arrive at some comfortable position. ____

12. I'm looking for an acceptable perspective for my own

____ "life style" view, but really haven't found it yet.

13. Even if my parents disapproved, I could be a friend to
____ a person if I thought he/she was basically good.

14. While I don't have one recreational activity I'm really committed to, I'm experiencing numerous leisure outlets
____ to identify one I can truly enjoy.

15. My dating standards are flexible, but in order to
____ change, it must be something I really believe in.

16. I haven't really considered politics. It just doesn't
____ excite me much.

17. I might have thought about a lot of different jobs, but there's never really been any question since my parents
____ said what they wanted.

18. A person's faith is unique to each individual. I've considered and reconsidered it myself and know what I
____ can believe in.

19. I'm not ready to start thinking about how married
____ couples should divide up family responsibilities yet.

20. After considerable thought I've developed my own individual viewpoint of what is for me an ideal "life style" and don't believe anyone will likely to change
____ my perspective.

21. My parents know what's best for me in terms of how to
____ choose friends.

22. I have one recreational activity I love to engage in more than any other and doubt I'll find another I'd
____ enjoy more.

23. When I'm on a date, I just like to "go with the flow."
____

24. I guess I'm pretty much like my folks when it comes to politics. I follow what they do in terms of voting and
____ such.

25. I'm really not interested in finding the right job, any job will do. I just seem to flow with what is
____ available.

26. I'm not sure what religion means to me. I'd like to
____ make up my mind but I'm not done looking yet.

27. My ideas about men's and woman's roles have been drummed into me by my family.
___

28. My own views on a desirable life style were taught to me by my parents and I don't see any need to questionwhat they taught me.
___

29. I've never really had any close friends. It would take too much energy to keep a friendship going.
___

30. I join my friends in leisure activities, but really don't seem to have a particular activity I pursue systematically.
___

31. Sometimes I wonder if the way other teenagers date is the best for me.
___

32. There are so many different political parties and ideals. I can't decide which to follow until I figure it all out.
___

33. It took me awhile to figure it out, but now I really know what I want for a career.
___

34. Religion is confusing to me right now. I keep changing my views on what is right and what is wrong.
___

35. I know what my parents feel about men's and woman's roles, but I pick and choose what I think is best for myself.
___

36. In finding an acceptable viewpoint to life itself I find myself engaging in a lot of discussions with others and some self exploration.
___

37. I couldn't be friends with someone my parents disapproved of.
___

38. My parents' recreational preferences are good enough for me. I'm content with the same activities.
___

39. My rules ore standards about dating have remained the same since I first started going out and I don't anticipate that they will change.
___

40. I've thought my political beliefs through and realize I can agree with some and not other aspects of what my parent believe.
___

41. My parents had it decided a long time ago what I should go into for employment and I'm following their plans.
___

42. I've gone through a period of serious questions about faith and can now say I understand what I believe in as
___ an individual.

43. I've been thinking about the roles that husbands and wives play a lot these days, but I haven't made a
___ final decision for myself yet.

44. My parents' view on life are good enough for me, I
___ don't need anything else.

45. I've had many different kinds of friends, but now I
___ have a clear idea of what I look for in a friendship.

46. I've tried numerous recreational activities and have found one I really love to do by myself or with
___ friends.

47. The standard or "unwritten rules" I follow about dating are still in the process of developing. They haven't
___ completely jelled yet.

48. I'm not sure about my political beliefs, but I'm
___ trying to figure out what I can truly believe in.

49. It took a long time to decide but now I know for sure
___ what direction to move in for a career.

50. I attend the same church as my family has always
___ attended. I've never really questioned why.

51. There are many ways that married couples can divide up family responsibilities. I've thought about lots of ways, and now I know exactly how I want it to happen
___ for me.

52. I guess I just kind of enjoy life in general, and I don't see myself living by any particular viewpoint to
___ life.

53. I don't have any close friends. I just like to hang
___ around with the crowd and have a good time.

54. I've been experiencing a variety of recreational activities in hopes of finding one or more I can
___ really enjoy for some time to come.

55. I've dated different types of people and I know
___ exactly what my own "unwritten rules" for dating are.

56. I really never have been involved in politics enough
___ to have made a firm stand on one way or the other.

57. I just can't decide what to do for an occupation. There are so many that have possibilities.
___

58. I've never really questioned my religion. If it's right for my parents it must be right for me.
___

59. Men's and women's roles seem very confused these days, so I just play it by ear.
___

60. After a lot of self-examination O have established a very definite view on what my own life style will be.
___

61. I know my parents wouldn't approve of some of my friends, but I haven't decided what to do about that yet.
___

62. All of my recreational preferences were taught to me by my parents and I haven't really felt the need to learn any others.
___

63. I would never date anyone my parents disapproved of.
___

64. My folks have always had their own political and moral beliefs about issues like abortion and mercy killing and I've always gone along accepting what they have.
___

Appendix II

Family information

Please provide the following information as truthfully and fully as possible.
Note: The information you provide will remain confidential, without your name being used in any presentation of the information.

Father's Name: ____________________
Father's Age: ________
Son's Name: ____________________ Age: ____ Natural Son: yes no
Son's Name: ____________________ Age: ____ Natural Son: yes no
# of other children and ages:
____
Marital Status(please circle one): married
remarried
divorced
separated
commonlaw

Father's occupation: ______________________________
Father's education: ______________________________
Estimated Family Yearly Income: _________________
Primary language spoken in the home: ____________
Ethnicity: __________________
Previous experience with counselling and/or education regarding communication skills: yes/no (please circle one)

If yes, please explain:

____

Please indicate (by a check mark) the following statements which pertain to each of your sons and is or has been a concern to you.

	Older (name)	Younger (name)
	____________	____________
Community/Law:		
-having a charge laid against him	____________	____________
-being incarcerated	____________	____________
-being on probation	____________	____________
-being in contact with police	____________	____________
-Committing an offense that you aware of but there was no police involvement	____________	____________

	Older Son	Younger Son
	----------	---------
School:		
-being expelled/suspended from school	______	______
-getting into fights at school	______	______
-dropping out of school	______	______
-skipping school	______	______
-seeing the school counsellor regarding personal problems	______	______
-concern being raised by teachers and/or principal regarding son's behavior	______	______
-concern regarding son's academic performance	______	______

If yes please specify ____
____
____

Home:		
-running away from home	______	______
-fighting with siblings	______	______
-fighting with you and/or your wife	______	______
-lying to you and your wife	______	______
-breaking curfew	______	______
-using foul language	______	______
-stealing from any family member	______	______
-exhibiting behaviours that have concerned you or your wife?	______	______

If yes please specify____
____
____
______

Please write 5-10 words that would best describe each of your sons.

__________(son's name):
____
____
____

__________(son's name):
____
____
____

Appendix III

Father Information

Please answer the following questions as fully and truthfully as possible. Your answers will remain confidential.

Do you feel that you communicate differently to your two sons?
Please explain.

Do you feel your two sons communicate differently to you?
Please explain.

Do you feel your communication style with one or both of your sons has changed over the years?
Please explain.

Appendix IV

Son Information Sheet

Please answer the following questions as fully and truthfully as possible. Your answers will remain confidential.

Do you feel your father communicates differently to you than he does to your brother?
Please explain.

Do you feel you communicate differently to your father than how your brother communicates to your father?
Please explain.

Do you feel your communication style with your father has changed over the years?
Please explain.

Appendix V

Initial Contact Form (Phone)

Name:

Address:

Phone number:

Number of persons in the family:

Names of;	Father	age
	Son	age
	Son	age

**TELL ME MORE ABOUT THE 2 SONS YOU ARE THINKING OF:
overall comment

-trouble with the law. ie. charge laid?

-trouble in school?

-behavior at home

other

**WHEN WOULD IT BE A GOOD TIME TO PHONE BACK AND SPEAK WITH YOUR HUSBAND?

Appendix VI

Letter and Consent Form

Dear:

We are conducting a research study at the university of Alberta for the thesis component of our Masters of Educational Psychology Degree in Counselling Psychology. We are interested in seeing how 2 adolescent sons (age 12-18) and their fathers interact; for example what they talk about and how they think and feel about themselves, each other and their relationship. Our study is requesting a sample of adolescents to individually participate in a 1/2 hour interaction session with their fathers. These sessions will encompass the father and each son being given a few general topics to discuss. The discussions will be video-taped and the researchers (Mrs. Blackmore & Ms. Botten) will be observing through a one-way mirror should any questions arise. Following the session each participant will be asked to complete a short questionnaire pertaining to the discussions. The video-tapes will remain confidential and the names of the participants will not be used in the coding and analysis process or in any presentation of the data. Participants can receive the results of the study upon request. The interaction sessions will be held in the evening and/or on weekends at the University of Alberta; room 5-112 in the Education Building.

The research study has been approved by our thesis committees, each consisting of three tenured professors at the University of Alberta and the Department of Educational Psychology Ethical Review Committee. Should you have any further questions regarding our study please feel free to contact us @ 963-5927(Cathy) or 434-8351(Anne) in the evenings or a message can be left @492-3245(Dept. of Educational Psychology). Please return the form attached as soon as possible in the self-addressed stamped envelope included.

Thank-you sincerely for your time,

Cathy Botten
Anne Blackmore
Educational Psychology,
University of Alberta

Consent Form

We ____________(father's name), ____________(son's name) and ____________(son's name) do/do not(please circle one) give our informed consent to participate in the research study and to release the data obtained for use in Mrs. Blackmore and Ms. Botten's M.Ed. theses and for future research and educational purposes conducted by Mrs. Blackmore and Ms. Botten.

father's signature

son's signature

son's signature

Appendix VII

Debriefing Guideline

Family name:

Points to be covered with each family before leaving researchers.

1. How have you found these discussions? feedback?

2. Are you all feeling O.K.?

3. Do you have any specific concerns or questions.

4. Do you feel alright about leaving here?

5. Is a follow-up call needed in the near future?

Give each father an envelope with the thank-you letter and list of community resources

Appendix VIII

Thank-you letter and Community Resources List

Dear ; , & :

We would like to thank-you for volunteering to participate in our father-son communication study. Within the next four months we will be sending you a summary of our findings. Our study was designed to investigate certain aspects of communication which could be used in developing or changing communication skills.

Please find enclosed a list of community resources for your information. Thank-you once again for your cooperation.

Sincerely,

Community Resources

General Practitioner

Community Health Nurse

School Counsellor

Ministerial/Religious Services

Catholic Social Services

Alberta Mental Health Services

Alberta Social Services

Family and Community Support Services

Family Service Association of Edmonton

Aid Service of Edmonton (Information and referral)- 424-3242
(Distress Line) -
424-4252

Private Professional Services- as listed in the yellow pages

Appendix IX

Discussion Transcript - Family #2

Legend:

F= father's message
S= son's message
j= speech coded as judgemental
d= speech coded as devaluing
c= speech coded as curiosity
a= speech coded as acceptance
n= no applicable code

Son #1 (nonproblem)

Discussion #1

a F: O.K., we're going on two week vacation.
a S: Yeah.
c F: Where would you want to go?
n S: To a park or to viewing place.
j F: No, go on a trip, it's two weeks remember.
a S: Hmm.
c F: Disneyland?
a S: Yeah.
c F: Uh, where else?
a S: Uh
c F: Would you like to go camping?
a/c S: Yeah, to the mountains or go skiing.
a/c F: Yeah, what would you like to do?
n S: Go to a skiing resort.
c F: What if they have no snow, say it's in the summer?
n S: Hmm, um, to Disneyland or camping.
c F: Now just think would you an to go to Calgary, the zoo out there?
a S: Yeah.
c F: Would you like to go to West Edmonton Mall, would you like to go there?
a S: Yeah in the waterpark.
a/c F: Uh-hmm, or would you want to go west to Rocky, Nordegg, you like camping?
a S: Yeah.
c F: Don't forget, she said we have unlimited funds so you can spend all the money you want or whatever. So where would you want to go first?
n S: To hot place.
c F: Where?
n S: Like Hawaii.
a F: Hmm.
n S: Florida or somewhere to Disneyworld.

a/c F: Uhhmm, O.K., say that takes up one week of your time. What would you do with the other week?
a S: Hmm.
d F: Speak up O.K.
a S: Yeah, I don't know anywhere else.
c F: Would we go camping?
a S: Yeah.
c F: And what, fish?
a S: Yeah fish.
c F: What else would you do?
n S: Swim.
a F: Yeah there's fishing holes and rivers.
a S: Yeah and swim in like a pool.
a F: Uh-hmm,O.K. so.
a F: Or, uh, hmm.
a F: O.K. we do all of that, we've gone to Disneyland.
a S: Yeah.
c F: And we've gone camping, that would eat up pretty well all of the time 2 weeks?
a S: Hmm.
c F: Say that was our vacation, think that would satisfy you?
a S: Yeah.
a F: O.K.
n S: Just Disneyland maybe even for $100.
c F: You think that would be enough money?
a S: Yeah.
a/c F: Alright, what else would we do?
n S: Go on a hike.
a F: Oh yeah we can go on hikes.
n S: And see animals.
c F: They are alot of fun, you've even been out west ah?
a S: Yeah.
a F: Um.
n S: Or to a zoo.
a F: Uh-hmm.
n S: And learn about animals.
c F: Do you like that?
n S: Yeah.
c F: Um, what else?
n S: Hmm, to a..
n F: I suppose two weeks wouldn't be all that.
a S: Yeah.
n F: All that much, to go to Disneyland.
c S: Go see your relatives?
a/c F: Oh yeah we can visit relatives. What else could you do?
a S: Hmm.
n F: Things that you like.
n S: I like to rides the motorbikes and ski-doos and that, motorbikes the most.
a F: Hmm.

n S: With someone else, one person.
a F: O.K.

Discussion #2

a F: O.K. you heard it.
a S: Uh-hmm.
a/c F: O.K., have we had any problems recently?
a S: Yeah me and Lynn Fighting with Sue.
a F: O.K.
n S: Picking on Sue.
c F: Um, what was the uh result?
n S: Well mostly the person who did the least got the most punishment.
c F: You say punishment what is that, discipline?
a S: Yeah.
a/c F: O.K., uh, did we have a problem you and I recently?
a S: Hmm.
c F: Uh about your school teacher?
a S: Uh, yeah.
a/c F: O.K., did we arrive at something you would do?
a S: Yeah.
a F: O.K., remember he phoned dad to explain what the problem was.
a S: Yeah.
a/c F: O.K., what was that problem?
n S: I was making faces at him.
c F: He didn't like it eh?
a S: Yeah.
a/c F: k., he spoke to you about it?
a S: Yeah.
c F: And what was your response?
n S: Um, to abide by his rules.
a F: O.K. he phoned me up a couple of days later.
a S: Hmm.
c F: TO talk to me about it and then asked you O.K. What was the end result between you and I? What did we decide?
a S: Hmm.
n F: With that problem?
n S: That um if you ever heard of me being bad my privileges would be taken away.
c F: Now what did Dad say to you? When I was in your bedroom?
n S: You said that I hurt him.
a F: Uh-hmm.
n S: And that you didn't want me to do it anymore.
a/c F: That's right, we solved that problem didn't we?
a S: Yep.
c F: That, do you think that was the way to solve that

problem?
n S: Yes.
a F: O.K., what did you then do when you went back to school?
n S: I apologized to him.
a/c F: You did, O.K., that's fine and uh he accepted it?
a S: Yeah.
a/c F: O.K. and that was the end of the problem, right?
a S: Yeah.
c F: What did Mr. R say?
a S: Hmm,um.
c F: he just gave you a warning?
a S: yeah and later he told me FI was a good student and I didn't have to play those parts.
a F: Right, very good. Suppose we're supposed to wait for next question.
a S: Hmm.
c F: Could you maybe think of another problem that we had?
n S: I don't know, not really.
c F: Not recently eh?
a S: No.
c F: Smile(son) at the camera, um you can't think of any more?
a S: No, not recently.
c F: What was uh Mr. R's response when you told him you were sorry?
n S: That I wouldn't do it any more.

Discussion #3

n S: I could paint with you.
a F: That's a good idea, O.K., good. I and you were to go skiing.
a S: Uh hmm.
c F: What would it cost right?
a S: Yeah.
a F: K., say we left on a Friday.
a S: Uh hmm.
n F: Saturday, return home Sunday so that's two nights lodging.
a S: Uh hmm.
n F: Uh meals, two days meals say it would cost us between $250.-300.
a S: Yeah.
a/c F: O.K., you said you would go work with me to raise the money?
a S: Uh hmm.
c F: Well that's a beginning, what else could we do?
n S: Uh, get a loan and pay it later.
j F: mmm no that's not a good idea.
n S: To do, to raise money.

a/c F: Yeah, what would you do to raise money? There's all kinds of things for you to do. What have you been doing when you were younger and Dad used to drive used to drive you around or Mon?
n S: Hmm bottle collect.
a F: Uh hmm.
n S: In the summer and in the winter.
a/c F: K., what else could we do?
n S: That's something.
c F: What else could do? Maybe you could come and help me paint.
a S: Yeah.
a F: Uh.
n S: Or help you take garbage to the dump.
l F: No, it's.
n S: or.
n F: That's from Dad's income.
n S: Do..
n F: We're raising the money.
a S: Yeah.
n F: From other sources.
n S: Do work for someone.
a F: Well..
n S: By..
c F: Couldn't you get a delivery paper delivery?
a S: Yeah of newspaper, the Journal.
a F: Uh hmm.
a S: Uh hmm.
a/c F: O.K., that's three things-paper route, coming and helping me paint, pick up bottles. What else?
a S: Well, um.
c F: Wouldn't you, couldn't we talk to Lenny about milking?
a S: Yeah.
n F: For extra.
n S: For a day or day or two.
a F: Uh hmm.
n S: To get a job at the farm.
a F: Um, O.k.
n S: Or sold some of the junk that we have.
a F: Yeah have a garage sale.
a S: Yeah.
a F: Yeah, that's a bright idea. Um, well we,ve got four or five ideas so we need between $250.-300, providing that's just you and I going skiing.
a S: Hmm.
n F: And uh if brought the whole family we'd need more than that.
a S: Yeah..
a/c F: Um, what else can we do.
c S: Um, I don't know.
c F: No?

a S: No, we could just do some things, painting.
c F: Well I could get some extra work and work at nights that would be a good source right?
a S: Yeah.
n F: Work evenings, three or four hours every evening.
a S: Yeah.
n F: And uh that wouldn't take us long to raise that type of money.
a S: No, well..
c F: But it's hard work, isn't it?
a S: Yeah.
c F: So we've arrived at four or five different ways of raising money. O.K., think real hard maybe you missed one or two. What else could we do?
a S: Uh.
n F: It's coming spring we could wash windows.
a S: Yeah.
n F: For neighbours.
n S: Or get a job at Glen's.

Discussion #4

a/c [illegible] O.K., what are three important rules we have set up in our home?
n S: No more name calling.
a F: Well, yeah that's a beginning.
n S: Or we get punished or uh, um, getting only a number of nights to go to town.
a/c F: Yeah, yeah, what one rule that everyone help each other cleaning up the house?
a/c S: Yeah like on a Saturday or a Wednesday?
a F: Yeah.
n S: We could clean up the house those two days.
a/c F: Uh hmm. Um, O.K., what's another matter?
a S: Uh.
n F: Treating each.
a S: Yeah.
n F. Individual with respect.
a S: Respect, yes.
a/c F: Uh, O.K., why is that so important?
n S: So it doesn't start fights.
a F: Uh hmm.
n S: And arguments.
a/c F: Yeah, O.K., what's another hard and fast rule with Mom or Dad at the house?
n S: If we're going to leave somewhere to town or to a friend's we have to do our work first and not after.
a F: Uh hmm, yeah, homework has to be done from school
n S: First.
n F: Uh, clean up and be tidy.
a S: Uh hmm.

a/c F: O.K., let's arrive at a solution on that respect O.K.? What we have arrived at? We've arrived at that you so all your work..
a S: Uh hmm.
n F: And cleaned up your room.
a S: Yeah.
a/c F: K.,that's fine. K., that's number one. What about teaching or maybe treat each individual with respect?
a S: Yeah or..
c F: What solution? Have we arrived at a solution?
a S: Yeah, well we get privileges taken away each time we call a name or we have to do something extra or extra work or something.
a/c F: Uh hmm. That's a solution, um, was it uh, what do we do on Sundays?
n/c S: Go to church and uh.
n/c F: Usually that's a hard and fast rule.
a S: Yeah.
n F: That uh.
n S: We can't miss it.
a F: Yeah we go as a family.
a S: Yeah.
n F: You take in Sunday school.
a S: Uh hmm.
c F: And uh you should be able to function quite alright if we do all those things eh?
a S: Yeah.
a/c F: O.K., um, what else? That's three, three of them.
n S: To say, or not to teach (younger brother) any bad words.
a F: Yeah.
n S: Or to fight.
a F: Yeah.
n S: Or whatever.
a F: Uh hmm.
n S: And not to spend money on toys and that.
a F: Yeah that's...
n S: Or any extras.
a F: That's a nice thing to remember especially with(younger brother).
a S: Yeah.
a/c F: He's at that age when he picks up from grown-ups quite rapidly you know. The wrong word or anything that we may do, that's a good thing to remember. O.K., what about church, we've arrived at a solution?
a S: Um, that yeah go to church as a family.
a F: O.K.

Son #2

Discussion #1

a S: Hmm.
c D: Did you get that? Right? O.k., so we have 2 weeks
with unlimited funds and ah... I suppose that includes
all the family. But anyway just generalize. What
would ... you know you wouldn't have to worry about
money, it's unlimited.
a S: Oh.
c D: But we only have 2 weeks, O.K.?
a S: Well.
c D: Where would you want to go? O.K., like I told Joe,
we always wanted to go to Disneyland.
a S: Yeah.
c D: Right? O.K. you have that choice. Calgary, what's
that park, Callaway?
a S: Yeah.
a D: Yeah, or the zoo and in Edmonton you have West
Edmonton Mall.
a S: Yeah.
a/c D: O.K., what else do we do in the summer? Say it's
in the summer time.
n S: Go to Calgary.
a/c D: Eh, right on. O.K., what would you like to do
first? Or would you ask mom and dad and save money.
Which you know is not too long, 2 weeks. Especially if
we go to Disneyland. Well, what would you do?
n S: Oh, I don't know, probably...on a trip to a far
away place.
d D: Yeah, but how far away? Would it take us 3 days to
travel or one week or 10 days or whatever.
n S: I don't know. Just, I don't know. Somewhere hot
though instead of staying in cold...
a/c D: Yeah, that's fine. Um, O.K., we have 2 weeks
vacation, say it's in July. What else would you do?
Say we went to Disneyland and we came back and had 3 or
4 days left. What else would we do?
n S: I don't know. Go another place, ah, probably just
come to West Edmonton Mall. It's fun there.
a D: Yeah, it is.
n S: And stay in a hotel.
j/c D: No, I don't think we'd stay in their, it's too
costly. You know what it costs to stay there?
a S: Yeah.
c D: Over a $100.00 a night. Oh, yeah, yeah, we could
stay there because it's unlimited funds, right? Yeah,
O.K.
n S: ....
a/c D: Yeah, we could do that. Where else could we go?
n S: On a ski trip.

a/c D: Yeah, yeah. That would be pretty good. I don't think 2 weeks would be enough to do all those things, eh?
a S: Yeah.
c D: Because even going up to the North country takes a few days but it would be nice, wouldn't it?
a S: Ahmm.
a/c D: Yeah, O.K.. Can you think of anything else?
n S: Go to Vancouver.
c D: For what? Hockey school?
n S: No.
a/c D: Yeah, that would be something to see, eh?
n S: Go to the Wayne Gretzky Hockey School.
c D: Where does he have it?
n S: I think Los Angeles.
a/c D: Oh, yeah, Yeah, Yeah, that would be nice. O.K., what else?

Discussion #2

a/c D: O.K., with you, eh?
n S: A problem.
a/c D: O.K., O.K., problem. Did we have a problem at home any where?
n S: I don't know, uh..
c D: Did you and I have a problem personally together. Or did you and mom, or your school teacher? O.K., we did have a problem, you wanted to quit hockey, right?
a S: Right.
a D: Alright, and ah, we arrived at a solution.
a S: Hmm.
c D: What was that solution?
n S: If I quit I'd be grounded for 2 weeks and if I didn't I'd have to play more. I decided to I'd play.
a D: O.K, I said to you ah, you only have 2 weeks of hockey left.
a S: Ahmm.
c D: If you quit on your teammates it wouldn't be so good, would it?
a S: Yeah.
d/c D: Why would you quit on your teammates at this time? Why not in October? You know for you to just walk out now would let them down, right?
a S: Yeah.
a/d D: O.K.,...that was one solution that we had discussed. Ah, your problem, the problem. Why was it such a problem? Was it lack of ice time? Was the coach being rough on you? Did you have a fight with your teammate or a fight with your coach or. I mean it was a problem, you wanted to quit, right?
a S: Yeah.
d/c D: O.K., let's hear it. Why did you want to quit?

n S: Well, because of the coach and that I was, I don't know, after awhile I was just benched for no reason because he was mad and.
a/c D: Ahmm, O.K., What did you and dad arrive at? We solved the problem. What did we decide on? For you to play hockey.
a S: Yeah.
c D: Because it's just about over?
a S: Ahmm.
a D: O.K., that's the problem solved.
n S: And the coach is gone.
d D: Well yeah, that helps.
n S: Not as bad.
a/c D: Yeah, that always helps. O.K., we solved that problem. Any other problems we may have had? Let's see there's a certain boy that likes missing the bus.
a S: Yeah.
c D: Well, we haven't solved that problem yet, just yet, have we?
a S: Yeah, it's hard though.
a D: O.K., but we did solve the one problem and that was why you were trying to quit hockey. That wouldn't have been fair for you or your teammates to quit hockey.
a S: Yeah.
n D: Just continue playing hockey until the season ends and you'll feel much better and so will the whole hockey team.
n S: I can't think of anymore.
n D: Let's see, I think that between you and I. If you had a problem with, I'm sure you had a problem with mom that would be different.
a S: Ahmm.

Discussion #3

a D: O.K., you begin. You heard her. Say I get off on Friday.
a S: Yeah.
c D: So we go up there. That would be 2 nights. So, how much would it take to save for a ski trip, say to Banff or Lake Louise. How much do you think for both of us?
n S: About $250.00.
a/c D: Yeah, say at $250.00 or $300.00. Now we got to, we don't have any money and we have to raise some money. What can we do?
n S: I can work around the house or with someone else.
n D: Well, let's see, if you work for me, if you work for dad, let's see if you can get the money from an outside source. You
n S: I can help Gregg and Mark milk.
a D: Yeah that's one, yeah.

n S: Do chores.
a D: O.K., that's art a dairy farm.
a S: Yup.
c D: Milking. Let's see what else can we do. Can dad work after hours? Um, 3 or 4 hours after supper. That would be a good way, um, um. What else could you do? Could you pick up bottles, but not in the winter time, right?
a S: Yeah, we have our, that's not too much.
a D: Uhh.
n S: Take someones paper route.
a D: Yeah, you could put your name in for a paper route. That could mean that you would have to stay in town after school.
a S: Yeah, I like that.
n D: I knew you would. O.K., we've got about two sources to make extra money, uh. You can come and help me.
a S: Yeah.
n D: Paint on Saturdays or you know if you had a holiday from school. That's another good source, uh.
n S: I could work with Jessie.
a D: Yeah.
n S: .....on his farm.
a D: Yeah.
n S: When______ goes away.
n D: You can go and help the neighbours to inquire about any jobs they have. You know it's coming spring, there always extra jobs to do like washing windows, cleaning up yards, raking up leaves from the fall.
n S: cutting the lawn.
c D: Would you like that?
n S: No. That'd be hard.
a/c D: Yeah, O.K., so we have 3 or 4 now. We've got to raise 250.00 to 300.00 bucks. What are ski rentals, how much are they?
n S: Not sure.
c D: Are they 50 bucks a day or 30 a day?
n S: About.
c D: Me not being a skier. I don't know, right?
n S: About $30.00 to $70.00 and a lift ticket and that so.
a D: Ahmm, I would like to go. You see, I don't ski, but I'm sure I can find something to do.
a S: Ahmm, I got my own skis too, so.
a/c D: Oh yeah, that's right. O.K.. Where would you like to go to? Banff or Lake Louise?
n S: Jasper probably.
a D: Yeah, that's Lake Louise.
c S: Really?
a/c D: Yeah. No it isn't, is it?
a S: No.

c D: Jasper?
n S: We could go with Norman's class.
j D: No you couldn't.
d S: I could.
c D: Just both of us, right? Ah, do you think we could raise that much money?
n S: If we tried hard enough.
a D: Yeah, good.

Discussion #4

a/c D: O.K., do you, do you know what the three rules at our place?
n S: Yeah.
a/c D: O.K., what are they?
n S: No fighting which is hard, um. Set the table and that.
a/c D: Yeah, Yeah, O.K., that's one. We could class that as everybody's, doing their own jobs, right?
a S: Ahmm.
a/c D: O.K., What's another one?
n S: Come home after school.
c D: Well, let's say we class that under #1. Everyone holds up their own. You clean up your room and dad has to pick up his stuff in the bedroom and we can class that as #1. O.K., let's say #2. What about we as a family been talking about treating each other with respect?
a S: Yeah.
c D: That means leaving bringing up the baby to mom and dad. Ah, O.K., 2, and #3. What do we do on Sundays?
n S: We go to church.
a/c D: O.K., let's talk about #1. Ah, we've arrived at a conclusion how we can maintain a good relationship with one another as a family, O.K.? What were your ideas. Maybe there's something you dislike to do?
n D: Homework.
a/d D: Yeah, atleast your honest, eh?
a S: Ahmm.
a D: O.K., uh, if you don't do those things you end up in mom's dog house.
a S: Yeah.
c D: So, what's the solution to that?
n S: Get more work done and do the work you guys tell me to do. Do it then.
a D: Ahmm.
n S: Not hours later like until you get mad and the hollaring starts.
a/c D: Yeah, Yeah, That's a nice thing to remember. O.K., um, what have we done for rule #2? Teach you know the respect for one another. No bugging, notes, no name calling, ahh, listen to your mom when she speaks to

you, or to dad. O.K., have you arrived at a conclusion as to how to, you know, can help to solve that problem?
n S: Well, no not quite.
c D: You have no idea eh?
a S: No.
d D: Ah, you must have some kind if mom asks you to do something.
d S: Do it.
a D: Yeah O.K.
n S Always.
c D: If Joe calls you a name or Tammy?
n S: Try to ignore it.
c D: Just don't respond, right?
a S: Yeah.
c D: What happens when you do? Big fight, eh?
a S: Yeah.
a D: O.K.

Appendix X

Frequencies of Speeches Delivered by Sons

j=judgemental
d=devaluing
c=curiosity
a=acceptance
nc=no code

NP=nonproblem son
P= problem son

Family 1: The Smiths

	j	d	c	a	nc
Discussion 1					
NP	1	0	1	24	21
P	0	1	1	26	16
Discussion 2					
NP	3	1	0	14	14
P	0	6	1	16	8
Discussion 3					
NP	0	2	2	18	18
P	1	2	1	12	17
Discussion 4					
NP	0	0	2	16	18
P	0	3	0	11	16

Family 2: The Jones'

	j	d	c	a	nc
Discussion 1					
NP	0	0	2	21	16
P	0	0	0	9	11

	j	d	c	a	nc
Discussion 2					
NP	0	0	0	18	11
P	0	0	0	12	7
Discussion 3					
NP	0	0	0	22	16
P	0	1	1	7	16
Discussion 4					
NP	0	0	1	15	14
P	0	1	0	7	10

Family 3: The Blacks

	j	d	c	a	nc
Discussion 1					
NP	0	0	0	34	11
P	3	4	10	11	15
Discussion 2					
NP	1	7	1	4	7
P	1	10	1	8	3
Discussion 3					
NP	1	7	0	17	14
P	2	1	1	6	15
Discussion 4					
NP	2	5	1	16	21
P	4	6	2	10	15

Family 4: The Whites

	j	d	c	a	nc
Discussion 1					
NP	0	12	8	18	17
P	1	5	4	4	13

	j	d	c	a	nc
Discussion 2					
NP	0	15	2	6	7
P	0	5	4	8	11
Discussion 3					
NP	1	6	5	5	9
P	1	4	9	12	10
Discussion 4					
NP	0	6	2	10	10
P	2	3	1	17	8